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ABSTRACT

This document consists of all of volume 6 (26 issues) of the serial "The Hispanic Outlook in Higher Education," a biweekly journal which addresses issues in higher education for Hispanic Americans. Each issue presents four feature articles, a policy update called "Outlook on Washington" and several opinion pieces. Feature articles address the following topics: political activism, racial harassment, the freshman year experience, the status of minorities 40 years after the Brown decision, Latino leaders, Hispanic education, Hispanic colleges, bilingualism, race-based scholarships, Black-Latino coalitions, affirmative action, recruitment/retention of minority students, the Latino immigrant, Latino political organization, Columbus Day controversy, Latino businesses, diversity education at the elementary level, racism and tenure denial, African influence in Latino culture, the Hispanic Association of Colleges and Universities, the Scholastic Assessment Test, gifted minorities, teaching values, Equity 2000, training multilingual journalists, ethnic studies, immigrants challenge bilingual education, the U.S. census, Hispanic women, the inclusive classroom, women in government, Hispanic-Serving institutions, Chicanos in Texas, Black women college presidents, stereotype anxiety, Hispanics at Black colleges, financial aid, the National Hispanic Scholarship Fund, Project 1000 and graduate education, defining minorities, community colleges, the National Internship program, Summit of the Americas, English as the nation's official language, top colleges and universities for Hispanics, California's cross-cultural centers, creative writing, radio for Hispanics, the Hispanic Business College Fund, cooperative education, access to computer technology, career networking for Hispanics, Hispanic and Deaf, multimedia and teaching of Spanish, Latino arts, the bilingual teacher, rising costs of community colleges, Puerto Rican studies, and athletics. (DB)

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THE HISPANIC Outlook IN HIGHER EDUCATION

September 1, 1995

Volume 6 • Number 1

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Noah Berger

BACK TO CAMPUS ISSUE

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(Cover) Students at the University of California-Berkeley protested racist leaflets stuffed into the mail boxes of law school students earlier this year.

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Undocumented Immigrants Might Lose Benefits

by Ines Pinto Alicea

Lawmakers in Congress are considering some of the strictest proposals yet to curb illegal immigration, including a constitutional amendment ending automatic citizenship for children born in the U.S.

Introduced recently by the Congressional Task Force on Immigration Reform, the proposals call for denying most federal benefits to undocumented persons, halting federal funds for educating undocumented children, and allowing states to bar undocumented students from the classroom.

The task force concludes that "taking away access to jobs and public benefits will deter future illegal entry while acting as an incentive for illegal aliens in the country to return to their country of citizenship," according to a summary of the recommendations.

House Speaker Newt Gingrich, (R-Ga.) who created the task force, called its proposals "specific common-sense, practical recommendations." He estimates the plan would reduce illegal immigration by as much as 70 percent.

Between 1980 and 1990, the nation added more than 8.6 million legal immigrants, mostly from Asia, Latin America, and the Caribbean—a 63 percent jump over the decade before. It is estimated that 85 percent of the immigrants reside in just seven states—New York, California, Texas, Florida, Arizona, Illinois, and New Jersey.

But Latino leaders and others say the measures won't work and point to the laxity in enforcing current immigration laws—for example, sanctions against businesses hiring illegals—as part of the problem.

David Kamer, a legislative attorney for the Mexican American Legal Defense and Educational Fund (MALDEF), a civil rights organization, says, "These people are here to stay, and the best way to ensure that they continue to have a positive effect on the economy is to educate them."

Kamer calls the proposals that attempt to deny undocumented children an education unconstitutional. The measures contradict the 1982 *Plyler v. Doe* decision in which the U.S. Supreme Court ruled that all students, including undocumented ones, have a constitutional right to a public education through high school. But Kamer adds that there is more than a legal reason to oppose these efforts.

"We feel it is patently unfair and heartless to punish these children for the acts of their parents," says Kamer.

Isabelle Garcia of the Washington-based National Education Association (NEA) says previous initiatives by lawmakers to deny an education to undocumented students have been stymied because they troubled many educators.

"The schools can't act as law enforcement," Garcia says. "That's the job of the Immigration and Naturalization Service (INS). The schools' responsibility is to educate all children."

Richard Estrada, a *Dallas Morning News* editor and a member of another congressionally appointed group that studied immigration reform, says he believes that denying undocumented children an education will result in a "two-tiered society of educated and uneducated people." But he adds that providing any benefits to undocumented people sends a "mixed message."

He believes that if the government strictly enforced current federal immigration laws, there wouldn't be a need for the emotional debate over providing benefits because the numbers of undocumented immigrants in the United States would be significantly reduced.

Estrada is a member of the U.S. Commission on Immigration Reform, which proposed eliminating all benefits to undocumented people except for emergency medical care and public education. The commission's recommendations have been supplanted, however, by the work of the task force and an immigration reform bill introduced by Rep. Lamar S. Smith (R-Texas), who heads the House Judiciary Subcommittee on Immigration.

Among the other key recommendations of the task force, headed by Rep. Elton Gallegly (R-Calif.), are:

- Allowing states to notify the INS of the presence of undocumented persons so the INS can apprehend and deport them.
- Increasing penalties on businesses that hire undocumented persons.
- Denying all public benefits to undocumented persons except emergency medical treatment, and requiring hospitals to report undocumented patients to federal authorities.
- Doubling the number of border-patrol agents to 10,000 in three years.
- Stiffening penalties for people using fraudulent documents or who are caught in repeated attempts to enter the country illegally.

Opponents and supporters of the proposals do agree, however, that the current immigration process must be improved. The Clinton Administration,

(Continued next page)

University Cuts Remedial Programs

In a move critics say will greatly harm immigrants and minority students, the City University of New York (CUNY) board of trustees approved a plan to no longer accept students who are in need of remedial courses beyond their first year.

Under an open-admission policy set in 1970, any New York City high school grad was guaranteed a place at CUNY. But as the numbers of underprepared students grew, remedial programs swelled to the point that today one-third of entering students take at least one remedial course.

Critics of the cost-cutting move, which will save an estimated $2 million, say it punishes minority students when the fault lies with the city's deficient public school system. The move requires students to complete any remediation in their first year.

New York City Chancellor Resigns

New York City's school chancellor, Ramon Cortines, head of the nation's largest public school system, announced he will step down in October following months of fighting over policy with New York City Mayor Rudolph Giuliani.

The move left Latino advocates concerned about whether his replacement would push for programs that have traditionally helped Latino students. Latinos make up over one-third of the student population in the city's K-12 system.

Nancy Villareal de Adler told *Hispanic Link Weekly Report* that "there's a tremendous concern among the whole bilingual community because we have been able to work very closely with Chancellor Cortines ... and now it's like back to zero again." HO

Compiled by Amalia Duarte from news reports

which has opposed some of the more hard-line immigration reform ideas put forward by Republicans, has said that "moderation of immigration is in the national interest at this time."

But some educators and civil rights leaders say the proposals are extreme and do little to further the dialogue on immigration reform.

"They make it sound like the people who are here illegally are the cause of all of our crime and social problems," says the NEA's Garcia.

Raul Yzaguirre, president of the National Council of La Raza, a Latino civil rights organization, warns that "the rights of all Latinos are at stake because when Congress enacts sweeping immigration reform, and promises effectiveness, it is invariably the Latino community which suffers the backlash when such measures fail." HO

To this reader of *Hispanic Outlook*, the June 15, 1995, "Outlook on Washington" piece on "illegal immigration" and the national identification system was disappointing. The writer's clear emphasis was on fear of such an identification system, with little acknowledgement of other existing "identification" requirements that residents of the U.S. already face. Such an examination would have provided the reader with beneficial perspective on the basic issue. Sadly, only one brief reference to the rationale for the recommendation of the Commission on Immigration Reform is provided.

The writer, instead, provides plenty of speculative comments on the adverse consequences of a national i.d. system. We are alerted to the possibilities that such a system "might harm students," "scare some parents," "turn our faculty ... into police," "lead to an invasion of privacy" and "increased discrimination against all Latinos," and then treats readers to the concluding remarks of an individual raising the specter of our becoming like Nazi Germany. To be more truly informed, we readers deserve better.

FRANK KAYALA
Vice President for Student Affairs
Incarnate Word College
San Antonio, Texas

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Taking It to the Streets

by Michelle Adam

Hunger strikes, candlelight vigils, rallies—Hispanic students throughout the nation's universities are making noise and starting to develop some political muscle.

The country's recent conservative turn has prompted Hispanic students to join with other minority groups in protesting against measures they believe threaten their educational opportunities.

A major rallying cry was the passage of Proposition 187 in California last fall that prompted student protests nationwide. In February, for example, Hispanic students at the University of Southern California conducted a hunger strike in reaction to Prop. 187, which cuts off all but emergency medical services to undocumented immigrants.

In response to proposed financial aid cuts by the newly elected Republican-controlled Congress, Hispanic students at the University of Illinois at Chicago conducted an all-out letter campaign. In the spring, Hispanic students joined Asian-Americans in a sit-in, protesting the lack of diversity in Princeton University's curriculum.

"I think there has been a reawakening. People are becoming more vocal with issues," says Ivette Chavarria, founder of Georgetown University's MEChA (El Movimiento Estudiantil Chicano de Aztlan). Rudy Arredondo, activist and former member of the United Farm Workers Union, who spoke at MEChA's East Coast Chicano Student Forum at Georgetown recently, was excited to find a renewed sense of student leadership and determination at the campus. "It's the first time I've seen the same energy as in the '60s," he says.

> **"They [students] don't have the mentality of the '70s and '80s. They want to make a difference."**
>
> **—Veronica Cruz, director, Hispanic Student Services (El Centro), University of New Mexico**

Reasons for increased activism among Hispanic students can be attributed to various factors: an increase in the Hispanic student population, greater communication links among a growing number of student organizations, and the swiftly changing political climate of the country.

Last November's elections helped spark the mobilization of Hispanic students throughout the country. Students reacted feverishly against Prop. 187, fearing it would foster discrimination against minorities on the basis of appearance, since it requires doctors and school officials to report "suspected" illegals. Although many of the protesting students live outside of California, they see similar measures being considered elsewhere—and the anti-immigration mood spreading.

Amherst College, Princeton University, Texas A&M, Georgetown University, the University of Southern California (USC), and the University of New Mexico (UNM) were just a handful of schools at which Hispanic students protested Prop. 187. As late as February, USC students held a three-day hunger strike to remind the Latino community of their opposition to the measure. (The initiative has been challenged in court, where a trial is pending.)

"The proposition got people together in coalitions," says Carlos Sifuentes, chairman of the Chicano Caucus, a student organization at Princeton. "A lot of students were quickly concerned about discrimination on the basis of color."

The Internet is enabling students to communicate and receive up-to-the-minute information on issues affecting them and Hispanics nationwide. Also, national organizations such as the Hispanic Association of Colleges and

Universities (HACU) and headquarters for organizations like MEChA and the ECCSF have served as information centers for students.

HACU alone has a directory of 1,036 active Hispanic student organizations nationwide, and SACNAS (Society for Advancement of Chicanos and Native Americans in Science) has increased membership to 700 this year from 25 in 1973.

Modern communication links have also helped students gain greater access to news from the nation's capital.

The Alliance to Save Student Aid, comprised of 50 higher education organizations, has used the Internet to keep students abreast of impending legislation and budget cuts. Thousands of organizing kits have been sent to students detailing potential congressional moves, and congressional hotlines have been opened to answer students' concerns.

"Overall there has been a lot of response ... a lot of campus rallies, protests, and letter-writing campaigns," says David Merkowitz, Alliance organizer and director of public affairs of the American Council on Education (ACE). "There has been a lot of grassroots activity.

Students seem justified in their worries. According to Merkowitz, congressional budget resolutions propose eliminating the low-interest Perkins loans and the exemption on paying interest before graduation. The House Budget Committee has also recommended eliminating TRIO programs, which are designed to help low-income students enter college and graduate with adequate support systems.

Hispanic students, often dependent on financial aid for their education, have played a key role in responding to budgetary cuts. Students at the University of Illinois at Chicago mobilized their peers to telephone and E-mail their representatives. They sent letters to Congress telling their personal stories and about their struggles as Hispanic students.

Students gathered at the second annual Collegiate Leadership Network conference at the University of Texas at El Paso sponsored by the National Hispanic Institute, which runs many leadership programs.

"When they talk about mobilizing, they really mobilize," says an impressed Hilde Lopez, the university's assistant to the associate vice chancellor of student affairs.

Hispanic students at schools throughout California have also expressed concerns about recent threats to eliminate affirmative action in their state. Already the University of California Board of Regents has voted to halt affirmative action in admissions, hiring, and promotions.

On the horizon is a grassroots measure, the California Civil Rights Initiative (CCRI), which is expected to be on the 1996 ballot. The proposal, which pollsters say will pass easily, calls for eliminating state-sponsored affirmative action. To counter these initiatives, during the late spring at the University of California at Irvine, a multi-ethnic coalition of Hispanics, Asian Americans, and African Americans conducted several educational forums.

"They think affirmative action is minorities taking away jobs and class seats," says Virginia Mosqueda, cochairwoman of MEChA at UC-Irvine. "Affirmative action is just there to keep people in check against discrimination," she says. Mosqueda points out that she has a 4.0 GPA and, like many other minority students, deserves to be in college.

The debate over affirmative action is not limited to California. At Texas A&M, some non-minority students expressed resentment toward minorities whom they believe are getting an easy ride via affirmative action laws. According to Chris Alvarado, a senior at Texas A&M, Republican students distributed flyers that read, "All poor Hispanics—Your grades are too low, your test scores are too low, but that's OK because we'll lower our requirements for you."

Shortly after the incident, Hispanic students attended a College Republicans meeting and addressed the students, and later the administration, on the flier's racist remarks.

Alvarado is typical of many Hispanic students who come from small Latino communities and aren't prepared for cultural identity clashes that can arise at large universities.

But rather than taking such insults alone, they are banding together into student groups and coalitions. At the University of New Mexico, two Hispanic organizations have mushroomed into six within the past two years. According to Veronica Cruz, director of Hispanic Student Services (El Centro) at the University of New

Mexico, the numbers and their participation are only increasing. "We are getting a different breed of student," she says. "They don't have the mentality of the '70s and '80s. They want to make a difference."

While Hispanic organizations at UNM are offering a wide range of support systems for first-generation students, they are also going into high schools and recruiting. Students have developed a link team that meets monthly with the campus president to discuss issues of concern.

In March, these usually vocal students attended a three-day campus diversity conference with tape over their mouths, protesting against a professor accused of racism. (In a similar vein, minority students at Rutgers University stopped a basketball game to protest against the university president's comments that they believed were racist.)

Two years ago, students at Georgetown University formed the MEChA chapter, offering a venue to voice Hispanic concerns during a time of politically and socially inactive organizations. Since then they have held the first minority chair position on the Georgetown Ambassador's Admissions Program, a program centered on recruitment efforts. Due partially to their efforts, the Chicano student population has dramatically increased from 5 to 82 students in two years.

Meanwhile, students at the University of Southern California are working to counter retention problems. Only 58 percent of Latinos at USC graduate after six years, and only 36 percent after four years. "There is something wrong with that," says Daniel Ruiz, one of several members of La Raza Political Action Committee, which is committed to increasing the retention level of Hispanic students.

Although the average Hispanic student's grade point figure at USC is 3.25, students are still dropping out, he says. He and other students are trying to create a more supportive and inviting campus climate for Hispanic students to help alleviate the "culture shock" many of them experience as first-time university students from the neighboring *barrios*.

Last September, they fought the university to dedicate a park and mural in honor of César Chavez, the deceased founder of the United Farm Workers Movement. "We were looking for something that would slightly change the landscape and make it more open to the community," says Ruiz. The university consented to an indoor mural, but Raza students are still trying to negotiate their original request.

> **"I've seen a resurgence of students getting heavily involved, but they still feel they are not getting their issues heard."**
>
> **—Ramonita Santiago Golojuch, assistant dean for academic affairs, Rutgers' Douglass College**

Although the population of Hispanic students in higher education has increased, students don't believe that the faculty and programs adequately mirror those figures. (Only 2 percent of full-time faculty are Hispanic.)

Fighting for more faculty diversity is an old issue at the University of Illinois at Chicago, where students have been lobbying for more than half a decade to increase Hispanic staff. Last fall, Hispanics represented 22 percent of the incoming class, yet there was only one part-time Hispanic administrator on board. The cry has been taken up by students at Williams College, Princeton University, and Stanford University, where hunger strikes were staged in support of more Hispanic administrative staff and programs.

Despite the signs of growing empowerment among Hispanic students, some argue that their methods aren't working. "Almost the same story could have been written five years ago. The strategies have not been working," complains Alex Dias, a Harvard student who took a year off to work for the National Hispanic Institute.

Having worked with various student organizations around the country, Dias is also leery that students' concerns are isolated from their communities.

Ramonita Santiago Golojuch, Rutgers' assistant dean for academic affairs at Douglass College, also believes that students have been less successful in achieving their goals. She compares the times to the '60s, yet describes students as less sophisticated and less politically astute today than they were then. She adds, "I've seen a resurgence of students getting heavily involved, but they still feel they are not getting their issues heard."

Despite these concerns, Hispanic students are watching, listening, and organizing. The next few months and years will reveal whether or not their political muscle is strong enough to meet the challenge. **HO**

Combating Racial Harassment

by Jana Rivera

On Aug. 28, 1963, the Rev. Martin Luther King, Jr., spoke of his dream that one day "the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood."

Yet walk onto a typical college campus, and see for yourself how far we've come. From the cafeteria to dormitories to student centers, students tend to self-segregate by race and ethnicity, and the intensifying criticism of affirmative action has opened the door for white students to speak out about "special treatment for minorities" and "reverse discrimination."

Given this climate, it's not surprising that researchers report racial tensions running high on many university campuses. According to Howard J. Ehrlich, director of the Prejudice Institute at the Center for the Applied Study of Ethnoviolence at Towson State University in Maryland, about 25 percent of all minority college students can expect to become the victim of racial attacks at least once each academic year. (In that same time frame, about 10 percent of white college students are the targets of racial harassment.)

WE
WILL
NOT GO

Noah Berger

University of California-Berkeley law school student Charles Moore and Dean Herma Hill Kay attended a rally last spring protesting campus racism.

"It is hard to conceive of things going too much higher without major campus-wide conflict occurring," Ehrlich says.

The most common forms of ethnoviolence are those of verbal aggression—name calling, insults, attempts at intimidation, threats, and hate mail—as was the case earlier this year at UC-Berkeley when more than 20 minority law students received leaflets in their mailboxes containing racial slurs and anti-affirmative action slogans.

Property damage and physical assaults occur less frequently, says Ehrlich, but on some campuses as many as 5 percent of the incidents include physical attacks. These incidents occur all over the country and at all types of institutions, from Ivy League schools to public colleges. Just a few of the disturbing incidents noted by the Prejudice Institute include:

- At the University of New Mexico, about 100 bumper stickers were pasted up that read "Earth's Most Endangered Species: the White Race."
- At the University of Michigan, five pages of racist poems and jokes were sent to about 30 bulletin boards on the Internet.
- At the University of California-San Diego, a mural depicting César Chavez, Malcolm X, and others, outside a campus cafe, was spray-painted with swastikas and anti-gay messages.
- At the University of Maryland, Baltimore County, two African-American women were harassed by

four white men living above them in a campus apartment. Human excrement was placed in the heating unit of the women's apartment, causing them to go without heat for several weeks. They also received threatening phone calls and found raw meat tacked to their door.

- At Brown University during one semester, there were 19 attacks on 22 students. In five of the assaults, robbery was involved, but the remaining 14 assaults were unprovoked attacks on white and Asian students by Black teenagers believed to be from off campus.
- At Eastern Michigan University, a homemade bomb was thrown into a group of Black students from a dormitory window. The bomb did not explode.
- At the University of Florida, six Black female students were chased and threatened with a pipe and sticks by six whites.

One of the most publicized incidents occurred at the University of Massachusetts-Amherst, where an African-American residence hall adviser was punched out by a white teen after the adviser asked him to leave the common room because he was drinking beer. The white teen then returned to scrawl racial slurs and smear feces on the adviser's door. The occurrence sparked retaliatory incidents by Black students and continuous racial turmoil for months.

After analysis of some of the more violent racial incidents at U-Mass, the director of the Office of Human Relations, Grant Ingle, discovered that in the majority of cases, U-Mass students were not the perpetrators. Instead, it was mostly the work of visitors from surrounding towns.

This has led Ingle and others to direct diversity-education programs not only for incoming first-year students but also in surrounding high schools, where, he thinks cultural, racial, and ethnic differences and similarities ought to be discussed, with emphasis on issues of respect and disrespect.

"We certainly need better transition programs on the campus where we explain these issues to students," Ingle says, "but if we only do them here, they are really remedial in nature. It takes people a while to tune into these issues, and starting when people are 17 or 18 is too late."

Research results from both Ehrlich and Ingle indicate that most perpetrators are white males acting in small groups, and that members of fraternities and athletic teams appear to be overrepresented among known perpetrators.

"Part of the issue," Ingle says, "is that we don't label the problem. I am increasingly brought to think that we need to do some education of our male students because we still have this '90s version of 'boys will be boys.' "

About five years ago, Ingle explains, U-Mass underwent serious budget cuts, as did many state universities, and consequently lost all of its educational programs surrounding social justice issues—racism, sexism, anti-semitism, homophobia—for both students and employees.

"It is clear to me that stopping educational programs has had a negative impact on the campus," Ingle says. "No two ways about it."

Acknowledgment of the problem by college administrators is step one, followed by an implementation of educational programs geared toward teaching respect and tolerance. Ehrlich writes that comprehensive research through the years clearly indicates that colleges can have a compelling effect on the attitudes and values of students.

And Ingle cites the dramatic decrease in reported sexual harassment at U-Mass after the implementation of educational programs as an example of what can work. The number of reported incidents dropped from 25 percent in 1983 to 8 percent in 1995.

"You can have an impact on an issue that is affecting the campus," says Ingle.

While Ehrlich's research at the Prejudice Institute shows a fair number of universities like U-Mass conducting studies and addressing the problem, many prefer to ignore racial tensions and pretend all is well.

In this time of political correctness, American university administrators have seized the buzz phrase "cultural diversity" and proudly outline minority recruitment and retention programs but might be reluctant to deal with campus ethnoviolence.

"I just returned from an annual conference [on campus racism]," Ehrlich says, "and at least three university administrators said, 'We are really interested in your work, but we don't have any problem on our campus.' I hear this all the time, and I can't imagine a campus that doesn't have some underlying problems."

Ehrlich and Ingle say that racism on campus can remain hidden because up to 90 percent of all incidents go unreported. At schools lacking a clear policy on such incidents, young people might be even more unwilling to take action.

In the meantime, students suffer. Ehrlich's research shows that students who are victimized for reasons of prejudice have greater trauma than people who experience the same act without any racist or sexist overtones.

He says student victims of racial attacks have difficulty later, becoming angry, nervous, anxious that it might happen again or that they might get into trouble in some way. They become withdrawn, have difficulty concentrating, eating, and sleeping, and might eventually begin to miss classes. Most attempt to avoid the site of the incident, which can be extremely detrimental.

"If a student who is victimized in the library is afraid of going to the library, it becomes an extraordinary disadvantage," Ehrlich says.

And in a closed community, such as a college campus, says Ehrlich, the number of co-victims rises.

He adds, "If a Latino student is victimized on Monday, by Friday half of the Latino students on campus will know about it. It's kind of like your neighbor being robbed. You worry whether that it is going to happen to you. So in a sense, all of them become victims." **HO**

Surviving the First Year of College

by Miriam Rinn

New students are offered tutoring and counseling at New Jersey Institute of Technology's Learning Center.

That first year of college away from home, friends, and familiar surroundings can be a seismic shock to any first-year student, but it can seem like an earthquake for minorities, many of whom are the first in their families to attend college.

Removed from the people who love them, alienated from a campus culture that might seem foreign and threatening, Latino and other minority students oftentimes struggle to find a comfortable niche. If minorities don't discover that sense of belonging, and many don't, they are in danger of falling through the cracks, dropping or flunking out.

But many colleges, aware of the hazards that the first year presents, have set up programs to smooth the shock of starting college. The trick is to get Hispanic students and their parents to take advantage of what's available early on before trouble occurs.

Once on campus, minority students are confronted with all the standard first-year issues, and then some. They might be overwhelmed by the academic competition, for example, since many have graduated from urban high schools where a B average was lauded.

Sheridan Quarless, director of the University Learning Center at the New Jersey Institute of Technology (NJIT), finds even top-notch minority students are unprepared for the study-load in college. "The work is more difficult," she warns, "but not that much. It's the volume that staggers them. They find themselves going from one or two hours of homework each night to 30 hours a week, and that blows them away."

Accustomed to enjoying a social life and holding down part-time jobs, many students can't adapt to a study routine that sucks up their time like a black hole. Because of that, Quarless says, time management is among the most important skills that students need to develop. At

“A lot of Hispanic students come from rural areas. Being away from home is a shock.”

—Nancy McCray, Ph.D., director,
Student Support Services,
University of North Texas

NJIT's Learning Center, besides providing tutorial help, counselors work with students on scheduling time to study and prepare for exams, analyzing a student's day hour-by-hour to see if he or she is using free time productively.

Minorities—like other students—can also fall into a pattern of too much socializing or extracurricular activities at the expense of schoolwork, says Penn State's Jesus Colon, a counselor at the university's Multicultural Resource Center. "It's not fun for them to do nothing but study, so minority students, as well as the great majority of all first-year students, can fall into a pattern of procrastination and partying. Once they fall behind, they become discouraged and feel they'll never catch up, so they drop out. The solution is to establish a realistic study schedule—and stick to it."

Almost all the students Colon sees worked in high school, and it's hard for them to understand that in college they will not have the time for a job. For students who are short of money, that's a significant blow.

He has to convince students that college is something they should pursue full-time.

To ease the pressures to earn money, Colon urges students to arrange for sufficient funds through grants or loans before they come to University Park. But the Puerto Rican students from Philadelphia and New York City who apply to his school, he says, are often discouraged by their parents from taking out the loans.

Few Puerto Rican parents can save money for college, Colon says, and they are so frightened of their children going into debt that they often dissuade them from going to school at all. "[The kids] learn from school that they are supposed to go to college, but their families say otherwise."

In these cases, Spanish-speaking counselors often make the difference. When mistrustful parents hear from a Spanish-speaking college employee that loans are an accepted and relatively safe way to pay for higher education, they become more comfortable.

"They want to hear it from someone in authority and in Spanish," adds Colon.

Summer transition programs that provide remediation work and a taste of campus life are another part of the safety net for minority first-year students.

At the Georgia Institute of Technology, the Challenge program requires students to live in a dorm and take classes from 8 a.m. to 3 p.m. in calculus, chemistry, computer science, and psychology in the summer before their first year.

Not considered a remedial program, Challenge tries to give African-American, Hispanic, and Native American students who have been accepted to Georgia Tech a realistic look at what college life is all about, says Cedric Stallworth, process control manager of the Office of Minority Education Development.

Besides classes, there are rap sessions with staff and upperclass students in which students can learn time-management strategies that will help them in the fall.

NJIT also places an emphasis on mathematics in its summer preparatory program for Educational Opportunity Program (EOP) students because, says Quarless, "We find math is crucial, and that's where [minority students] have trouble." (EOP students are admitted with lower-than-average SAT scores.)

In addition to dealing with a crushing academic workload, Latino college students, many of whom are the first in their families to attend college, might face loneliness and dislocation in an overwhelmingly white environment. They might also encounter overt or subtle racism and prejudice from peers and faculty.

Like many first-year students, they are homesick, not just for mama, papa, and old friends but for homemade burritos or rice and black beans or for salsa music. They miss the grandparents and aunts, uncles, and cousins who all live in the same town or neighborhood and might feel out of sorts on a campus where few people look like they do.

In Texas at the predominantly white University of North Texas, Hispanics, who number only about 4 percent of the student body might suffer tremendous culture shock. "They might be in classes where they are the only Hispanic student," says Nancy McCray, Ph.D., director of Student Support Services, who provides academic support, study skills assistance, and financial-aid information to students at risk of dropping out. "A lot of Hispanic students come from rural areas. Being away from home is a shock."

To provide a safe haven, North Texas is building a multicultural student center. "It's important to retain pride in one's culture and find people who share interests," McCray believes. "I encourage students to find mentors and other students with whom they feel a sense of identity."

Even in a state like New Mexico, with its large Latino population, homesickness is a problem.

"About 100 first-year students leave in the first week alone," says Louis Sarabia, Ph.D., director of Chicano Programs at New Mexico State University.

For students who have come from rural towns where almost everyone is Latino, the 15,000-student Las Cruces campus feels like Metropolis. For the first time, they are in the minority and no one knows who they are. They are on a large, anonymous campus, they have no chores to do, and they don't have part-time jobs. There are all those empty hours to fill up.

"They figure that everyone in college is just like them," Sarabia says, "and that they can get by in the same way they got by in high school."

Latino parenting styles can prove detrimental as well, according to Sarabia. Unlike other parents, who pack their kids' stuff in boxes and re-decorate their rooms the week after they leave for college, Latino parents make it clear that their children are always welcome back. The warm, supportive family network can act as a magnet to pull the youngster back in at the first hint of trouble, says Sarabia.

"There's nothing to be ashamed of if you fail," is the prevailing attitude, Sarabia says, so Hispanic students are not mortified at the thought of giving up and going home.

Since Latino parents also treat their kids as adults responsible for making their own decisions earlier than do white parents, there are no arguments and recriminations if their sons and daughters decide to drop out. Sarabia adds, Latino children are often advised to avoid troublesome situations, to walk away rather than struggle to adjust. Later, when they run into problems in college, it seems appropriate to them to stop going to class rather than complain or ask for help.

One way to keep the family at bay is to keep in touch by phone and avoid going home every weekend, Colon advises. It's not only expensive and distracting, but it prevents students from benefitting from the total college experience. He pushes students to become involved in non-Hispanic as well as Hispanic groups.

Sarabia also urges students to hook up with a support network that can help them get involved in college life in a positive way. Schools should use Hispanic student and school organizations, he advises, where older students can guide first-year students through the college maze.

There, he says, "they look out for each other, and they meet other people and also find out that the other kids are just as scared."

Counselors and upperclass students help new students keep on top of their work so that they don't become overwhelmed and depressed. They introduce them to other first-year students and to teachers and get them involved in community service.

The important thing is to make connections, to break through the sense of isolation that all beginning students, especially minorities, feel in that first semester or two away from home. **HO**

"About 100 first-year students leave in the first week alone."

—Louis Sarabia, Ph.D., director, Chicano Programs, New Mexico State University

Still Separate and Unequal

by Jeff Simmons

When American colleges and universities open their doors this month, students might not notice—or even acknowledge—a disturbing trend that has festered for decades: those ivy-covered gates aren't open to everyone.

More than four decades after the landmark *Brown v. the Board of Education* decision, state higher-education systems across the United States, and particularly in the South, continue to maintain "separate and unequal" existences for white and non-white students, according to a recent report.

The report examines institutions in 12 states and sheds a scrutinizing light on a dual system—one that has shut and seemingly locked the doors of opportunity to legions of Hispanic and African-American students.

Entitled "Redeeming the American Promise," the report shows a pattern of severely limited opportunities for Hispanic students across nearly every aspect of higher education.

The trend is borne out in such evidence as hugely disparate graduation rates, a lack of diversity among faculty, unwelcoming school climates for minorities, and plummeting levels of minorities in graduate and postgraduate courses.

The study group, which held four hearings and conducted its examination over 18 months, explored higher-education systems in 12 of 19 states that at one time maintained segregated systems: Alabama, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Pennsylvania, Tennessee, Texas, and Virginia.

> **"One would have hoped that 40 years later we would have seen a difference in terms of the equality of education ... but that hasn't come about."**
>
> **—Dolores Spikes, president, Southern University System**

The findings show that even today equal access for Hispanics is just as unattainable as for African-American students and has led to "withered hopes and wasted lives."

For example, in two states with significant Hispanic populations—Florida and Texas—Hispanic students are severely underrepresented in four-year institutions. In Texas, 32 percent of the state's 17- to 21-year-olds are Hispanic, but Hispanics comprise only 19 percent of the first-year full-time students at four-year institutions. Similarly, in Florida, 15 percent of residents in this age group are Hispanic, but Hispanics only make up 11 percent of the first-year full-time students in the four-year institutions.

In Texas, bachelor's degree production for Hispanics would have to triple in size to even equal the Hispanic proportion of the state's population, and in Florida, a 60 percent jump would be necessary.

The study also found that among faculty, the higher the rank, the lower the representation of Hispanics. In Texas and Florida, for example, Hispanic faculty representation ranges from 0 to 9 percent, the latter figure at community colleges. Hispanics account for only 2 percent of tenured full-time professors at the University of Texas.

And the atmosphere on campus was sometimes harsh for students of color. Ten percent of Hispanic students reported being threatened or insulted by other students because of their ethnic background, 13 percent of Hispanic students heard faculty make inappropriate remarks about minority students, and 16 percent of Hispanic students felt excluded from school activities because of their ethnicity. (See related story, page 9.)

"There are occasional acts of pure racism and discrimination, but the more common situation is simply a lack of knowledge and understanding of how best to bring these students successfully through the educational program," says Michael Timpane, vice president and senior scholar with the Carnegie Foundation for the Advancement of Teaching in Spring Lake, N.J. "Many universities have not learned to develop programs that would adequately take care of the needs of minority students when they arrive on a campus, which is a pretty unfamiliar and alien place to them."

Though the report focused on the South, education experts say they fear that the scope of the problem isn't limited to the test area, and that any broader review would support the notion that opportunity is "restricted, limited, fragmented, and uneven."

Frank Bonilla, director of the Inter-University Project for Latino Research at Hunter College in New York City, says that "Latinos seem to be a little bit above or doing slightly better [than African-Americans], but not by very much at all. The situation is not improved."

A blue-ribbon panel comprised of some of the nation's top educators and academics prepared the report for the Southern Education Foundation, an Atlanta-based group focused on improving access to higher-education systems for minorities.

As Robert Kronley, director of the project that produced the report, says, "The illusory progress of the past four decades must be replaced by an unyielding commitment to take on the sacred cows and change the status quo."

The report was released to mark the 41st anniversary of the landmark 1954 U.S. Supreme Court decision in the *Brown v. Board of Education of Topeka* case. The ruling was expected to dismantle previous egregious behavior that blocked minorities from equal educational opportunities.

The committee found that most of the efforts after *Brown* were focused on K-12 and that little reform was enacted in higher-education institutions.

It was hoped that a more recent decision, the 1992 U.S. Supreme Court's *U.S. v. Fordice* ruling, which found that Mississippi failed to appropriately desegregate its public higher-education system, would provide a springboard for attacking the problem at the collegiate level.

Yet, few colleges have since seized the momentum to level the playing field when it comes to access, enrollment, and faculty hires.

"*Fordice* was the first time that the Supreme Court had spoken authoritatively about desegregation in higher education," says Timpane. "Higher education is really very late in being held to the mark on these issues. So, if we're still struggling with elementary and secondary education after 40 years of constitutional requirements, we shouldn't expect that higher education is going to succeed in much less than a generation."

Dolores Spikes, president of the Southern University System in Baton Rouge, La., notes that "One would have hoped that 40 years later we would have seen a difference in terms of the equality of education ... but that hasn't come about. I think it hasn't come about because persons simply did the minimum they had to do to satisfy the court."

"The courts can only go so far; there is a real limit to what the courts can do," adds Kronley, who called the findings staggering. "The experiences that Blacks had on white campuses were not so nurturing, and for Hispanics too."

The report found, for example, that educational opportunities for Hispanics also were limited by de facto segregation, including the development of Hispanic Serving Institutions (HSIs).

The study group noted that many students can't gain access to higher-education institutions because of skyrocketing college costs and unfair admissions practices. Many Hispanic students are sabotaged as early as elementary school, where they are first tracked and labeled

"Many universities have not learned to develop programs that would adequately take care of the needs of minority students when they arrive on a campus ..."

—Michael Timpane, vice president and senior scholar, Carnegie Foundation for the Advancement of Teaching

Percent of Minority Faculty by State and Type of Public Institution, 1991

	FLAGSHIP INSTITUTIONS			HBCUs			COMMUNITY COLLEGES		
	Black	Hispanic	White	Black	Hispanic	White	Black	Hispanic	White
12-State Average	3	1	91	58	1	31	9	2	88
Alabama	3	.4	92	57.5	.5	26	13	1	87
Florida	3	2	93	64	1	29	9	5	84
Georgia	3	1	91	57	1	33	10	2	87
Kentucky	2	.4	91	24	0	63	5	.3	92
Louisiana	3	1	89	67	2	21	20	1	76
Maryland	5	1	84	58	0	35	8	1	89
Mississippi	3	1	92	65	1	19	11	.1	89
North Carolina	3	2	92	60	1	29	9	.3	90
Pennsylvania	2	1	89	56	0	95	4	1	94
Tennessee	4	1	92	48	.3	44	10	.3	89
Texas	2	3	89	76	2	12	6	9	84
Virginia	2	1	92	66	.2	25	7	1	91

SOURCE: Michael Nettles, "Minority Representation Among Public Colleges and University Degree Recipients, Faculty and Administrators"

advanced, average, and behind. That often puts them on a route heading toward a dead-end curricula, and not into college-preparatory courses (which can factor into their acceptance to many colleges).

Another key obstacle is inequitable financial support for schools serving a large number of minorities, thus preventing them from providing enough help to disadvantaged students. Further financial roadblocks arise because of dwindling federal and state aid available to low-income families.

"More minorities are in the pipeline and more are in the potential college-going pool, but proportionally, fewer actually get through the college door" because of the lack of access to federal aid, the committee wrote.

Instead, greater numbers of Hispanic students have flocked to two-year community colleges, and there has been "little effort" in many states to ensure articulation between the community colleges and four-year institutions.

Financial aid also has proven a major hurdle that many students cannot overcome. Federal aid that used to be a boon to low-income families isn't as available. Financial aid has now been "more oriented toward the needs of middle- and upper-middle-income students."

The report provides a laundry list of solutions to solve the problem, indicating how changes must be made at all levels of education. Solutions might begin by requiring each state to create a comprehensive long-term plan to treat K-12 districts and institutions of higher education as one system.

Each campus additionally must develop its own plan and make equal access an institutional mission, the committee recommended. And community colleges must become full partners in higher education to elevate the ranks of students transferring from the two-year institutions to four-year ones.

States also need to support HBCUs, they need to promote a commitment from the public and private sectors to advance desegregation and, overall, they must "invest in reform."

But the report's creators warned that the burden of desegregation, should not fall solely or disproportionately on HBCUs.

Says Kronley: "We will not solve the problem by closing down Historically Black Colleges and simply increasing the number of minorities at flagship schools." **HO**

CRACKING THE GLASS CEILING

by René A. Redwood

René A. Redwood is the executive director of the Glass Ceiling Commission created by Congress.

Four years ago, Congress created the Glass Ceiling Commission as part of the Civil Rights Act of 1991. Congress and the President wanted to know why thousands of qualified women and men of color failed to reach senior management and decision-making positions in Corporate America.

The 21-member presidential commission, including the Secretary of Labor, were asked to investigate the "glass ceiling" phenomenon, to focus greater public attention on these barriers, and to recommend policies, practices, and procedures that could reduce or eliminate them.

The commission gathered a wealth of statistical and anecdotal information that presents a complex and disturbing, though hopeful, picture of Corporate America on the eve of the 21st century. The fact-finding report issued by the commission last spring entitled "Good for Business: Making Full Use of the Nation's Human Capital" synthesizes a great deal of that data. It moves the debate out of the ethical, moral, and social arenas and presents hard evidence that business, government, and social leaders can use to bring about change.

Significant barriers continue to impede the advancement of qualified women and minorities into senior management and decision-making positions throughout the private sector. This exists despite the growing number of corporate leaders who recognize that diversity at the top is a bottom-line issue essential to business success in the global marketplace.

The barriers that the commission found stem from many roots: outmoded business practices that fail to recruit, train, mentor, and promote widely and aggressively in an increasingly diverse workforce; government policies intending to enable equality of access and successful outcome that are not or cannot be implemented or fully enforced; and societal barriers that perpetuate gender and racial stereotypes and limit educational opportunities and attainment.

Reducing or eliminating these barriers will not be easy or accomplished quickly. People of good will from all walks of life must be committed to championing diversity. High performing companies are making excellent progress in diversifying their management teams. They see benefits from these efforts through improved productivity and competitiveness in the marketplace.

Before the commission sunsets in November, it will propose recommendations to the President and Congress. It will practice the art of the possible. The commission's recommendations can pick up the pace of change and help all Americans achieve their full potential in the workplace.

The commission intends that those whom it urges to make changes be able to accomplish them. The recommendations will help all people achieve success without handicapping the chances of others; they will be good for business and good for society at large; and they will not impose the often-unwarranted costs of regulatory burdens.

We are at a real turning point in American history, poised to determine what kind of society we are going to be in the next century. That future requires a new national paradigm, one designed to create a cohesive interdependent civil society in which inclusion of all groups is assumed and where ethnic differences are viewed as strengths and valued for their contribution to the common good.

People of all races and both genders are entering our workforce in ever-increasing numbers. They are transforming the character of our corporate structures. These changes are as inevitable as they are beneficial.

When glass ceilings are forever shattered, this nation will have succeeded in using its greatest asset—its working people—to their fullest potential. And we as a nation will have come a long way toward achieving the full promise of our society by making its bounty equally available to all. **HO**

For a copy of the report call 202-512-1800, and ask for report #029-016-00157-3.

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Movers and Shakers

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Alfred R. Ramirez

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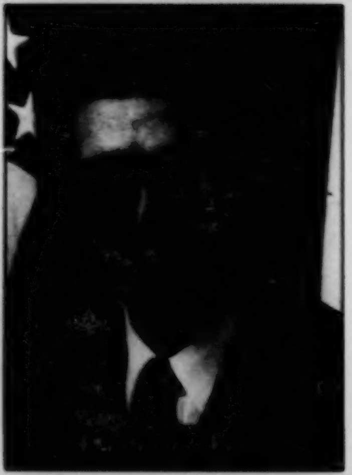

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5th Anniversary Issue

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(Cover) A few of the prominent Hispanics featured in our story on page 6.

Getting Up to Date

by Ines Pinto Alicea

On the one-year anniversary of this column, we offer an update on some recent stories covered.

- Republican efforts to merge or eliminate the U.S. Department of Education have been thwarted.

The proposals to merge or eliminate the department were part of the movement to reduce the role of the federal government and return power back to the states. While the move was hailed by many as a cost-cutting measure, during budget negotiations this summer Republicans in the House and Senate could not agree on whether or not to eliminate the department, created in 1979 under the Carter Administration. Some House Republicans remain adamant in their quest to dismantle the department, but it seems unlikely for the near future.

- In other news, the 25-member White House Initiative on Educational Excellence for Hispanic Americans, appointed by President Clinton last year, has begun its work on how to improve educational opportunities for Hispanic students, particularly in federal education programs. The commission is expected to release a report with its findings and policy recommendations by December, says Alfred R. Ramirez, the commission's executive director.

The public is invited to contribute to the project, which has five research priorities: Hispanic dropouts, Hispanic teachers and other employment in education, Hispanic progress toward voluntary national goals established by the Clinton Administration, access and barriers to higher education, and school finance reform and equity.

- The federal government has started research and data collection on the question of whether Hispanics should be considered a separate race in the next census.

The federal government has been considering changing its standard racial and ethnic classifications because the data might no longer accurately reflect the nation's diversity.

Since 1977, the U.S. government has categorized data on its residents as white, Hispanic, Black, Asian or Pacific Islander, or American Indian or Alaska native. Currently, Hispanics (who are of Latin American or Spanish descent) are considered an ethnic group and can be of any race.

Hearings have been conducted, and testing has already begun in gathering data on race and ethnicity in a variety of ways to prepare for the census in the year 2000.

A decision on how data on Hispanics will be gathered and how Hispanics will be classified is not expected until early 1997, said a spokesperson for the Office of Management and Budget, which coordinates the government's statistical policy.

These statistics are used by government agencies to provide entitlements and set-asides, and to evaluate employment discrimination and enforce a wide range of civil rights programs, including the Voting Rights Act, state redistricting plans, school desegregation, the Fair Housing Act, and minority business programs and other affirmative action initiatives.

- A new history curriculum guide that drew fire from conservatives for being too "politically correct" is being reviewed by an independent panel appointed by the Council for Basic Education (CBE).

"Their task will be to review the standards, to evaluate their scholarly merit, balance, and feasibility for practitioners, and to recommend the types of changes they agree should be incorporated in revised editions of the standards," says Christopher T. Cross, president of CBE, a Washington, D.C.-based, nonprofit organization that advocates for an excellent liberal arts education for all children.

The panel, which does not include any Latinos, is expected to release a report on its work in October.

The controversy started soon after the release of the federally funded curriculum guide, which provided voluntary standards on what educators should be teaching about U.S. history in grades K-12.

Conservatives balked at the exclusion of some famous white males traditionally given their due, like Thomas Alva Edison, in favor of a more prominent role for minorities and women in the 271-page document called the National Standards for United States History.

Historians were commissioned by the Department of Education and the National Endowment for the Humanities (NEH) to develop the standards following passage of Goals 2000, a program designed to ensure that students advancing to higher grades will have competency in certain areas.

- A proposal to create a national identification system was not included in immigration bills being considered by Congress. The legislation that has been introduced so far does include a number of elements to control immigration, such as more Border Patrol agents, a barrier along the Mexican border near San Diego, and fines for foreigners who enter the country illegally. **HO**

A Time to Celebrate

Milestones, like birthdays and anniversaries, are times of reflection for most people. At a publication, it's no different. This month at the *Hispanic Outlook*, as we celebrate our fifth anniversary, we look back on some recent achievements and look forward to announcing some improvements. This past year brought two notable successes. In April, for the first time, the *Outlook* offered a detailed analysis on which schools were graduating the highest numbers of Hispanic students. Our special "The Best Colleges for Hispanics" issue drew lots of attention, including letters and telephone calls from administrators and faculty around the country interested in the results. Next year, we hope to provide you with even more up-to-date statistics in this area. Also last spring, the *Outlook* was given an award for its coverage of one of the more hotly debated issues of recent times—affirmative action. At its annual convention, the National Association for Affirmative Action recognized the *Outlook's* efforts to shed light on this important topic.

Looking ahead, we are pleased to announce that the *Outlook* will be published every other week starting this month. Within these 26 issues, the *Outlook* will bring you news, trend stories, features, and profiles as well a continuing focus on special themes, including Women in Education, K-12, Science and Math, Community Colleges, Administration and Trustees, Hispanic Heritage, and Black History Month. To serve our readers even better, we have recently added a listing of available scholarships, fellowships, and grants, and we have expanded our calendar of upcoming conferences and events. As always, if you have a newsworthy event on campus, send us an announcement in care of our People, Places, Publications department.

We hope you enjoy this "Fifth Anniversary" issue, which explores the controversy surrounding bilingual education, the impact on higher education that the Hispanic Association of Colleges and Universities (HACU) has made and is still making, the need for cultural awareness in the treatment of Hispanic mental health patients, and Hispanics who have "made it" in government, business, and entertainment, providing positive role models.

Amalia Duarte

AMALIA DUARTE
Editor

Latino Leaders

by Jennifer Kossak

Oftentimes in the pages of the Hispanic Outlook, *we bemoan the dearth of Latinos in prominent positions in the academy and beyond, from the classroom to the boardroom.*

But clearly, as the Hispanic population swells, some Hispanics are riding a wave of success. The following pages offer a look at a few such leaders in the worlds of politics, business, and the arts who occupy seats of power.

We didn't have room for everyone of note, but we believe this group is representative of the many Latinos and Latinas across the country who are shaping the role Hispanics will play in the next century. The common thread through of all these success stories is the value of old-fashioned hard work and determination.

ALFREDO J. ESTRADA

PUBLISHER

As publisher and editor of English-language magazines aimed at the Hispanic market, Alfredo J. Estrada is one of the most influential *Hispanic* media figures in the country.

Born in Havana, Cuba, in 1959, entrepreneur Estrada has achieved his greatest success as publisher/editor of the Austin, Texas-based Hispanic magazine. Now in its seventh year in print, this monthly publication enjoys a healthy circulation of 750,000.

Estrada is also the driving force behind *Vista* magazine. And adding to his ventures this fall will be the launching of a women's magazine aimed at Latinas.

Estrada is proud of his success in becoming a positive voice for the Hispanic community. "The image of Hispanics in the media is often negative and stereotypical," Estrada comments. "Hispanics are seen as drug dealers, illegal immigrants, and gang members. What we're trying to do is counteract that negative image."

The publisher, who strongly believes in the importance of positive role models, focuses on debunking those stereotypes by depicting successful, real-life Hispanics in his magazine.

Estrada began his business after practicing law for three years in New York City and Washington, D.C. He earned his law degree from the University of Texas at Austin after graduating cum laude from Harvard. Estrada says he found the transition from law to publishing to be "two sides of the same coin," since his intent in both fields has been making a positive impact on other people's lives.

NORMA V. CANTÚ

EDUCATOR

One of the top educators in the country, Assistant Secretary for Civil Rights Norma V. Cantú might aptly be dubbed "the equalizer."

Working within the U.S. Department of Education, Cantú fights to ensure that federal funds are not used to support discrimination in any form. Most recently, the assistant secretary weighed in on the side of supporting embattled race-targeted scholarship programs.

Cantú spoke out after the Supreme Court let stand a lower court's decision that a scholarship program at the University of Maryland exclusively for African-American students was unconstitutional.

"In an age of fierce global economic competition in which 89 percent of new jobs require some form of postsecondary education," Cantú wrote, "our nation cannot afford to retreat from its commitment to maximize every student's potential regardless of national origin or race

It remains our job at the Department of Education to work with colleges to provide access to education using every available tool—including race-targeted scholarships when necessary ... "

Cantú herself knows the value of education, as it has taken this fast-tracker from a small Texas border city to the Ivy League.

In 1971, she graduated with honors from Brownsville High School in her native Texas. Two years later, she received her bachelor of science degree from Pan American University, graduating summa cum laude and fourth in her class. By age 22, in 1977, she had earned a law degree from Harvard.

Her work as an attorney has included *Edgewood v. Kirby*, a successful challenge to school financing; *Gomez v. the State Board of Education of Illinois*, a case filed over the state's failure to enforce and monitor the quality of programs for students with limited English proficiency; and *LULAC v. Richards*, filed on behalf of 1.5 million Mexican-Americans over inequitable funding of state universities. (The LULAC case led to the development of border region universities.)

Prior to receiving the unanimous confirmation by the U.S. Senate in May, 1993, Cantú served as regional counsel for the Mexican-American Legal Defense and Educational Fund (MALDEF).

ILEANA ROS-LEHTINEN

CONGRESSWOMAN

As a woman and a Latina, Republican Congresswoman Ileana Ros-Lehtinen's political career has been characterized by "firsts."

In 1982, she became the first Latina elected to Florida's state legislature, serving four years in the Florida House of Representatives and three years as a state senator. She also earned the distinction of being the first Hispanic woman elected to the United States Congress with her victory in a hotly contested 1989 special election to fill the vacancy left by Claude Pepper's death. Her election was timely: the 1990 census reported that 67 percent of the congresswoman's district is Hispanic.

Ros-Lehtinen again broke new ground in the current session of Congress by becoming the first Hispanic woman to chair a subcommittee. In addition to her work as chairwoman of the Africa Subcommittee, the congresswoman serves as vice chairwoman of the Western Hemisphere Subcommittee.

Her seat on the International Relations Committee has been of particular significance to her Cuban-American constituents. In her second term, the congresswoman was instrumental in the approval of the Cuban Democracy Act. This measure was incorporated into the 1993 defense authorization that prohibits subsidiaries of U.S. corporations from conducting trade with Cuba.

Born in Havana in 1952, Ros-Lehtinen left Cuba at age 7, fleeing Communist aggression. In 1972, she earned an associate's degree from Miami-Dade Community College. She continued her studies at Florida International University, where she earned a bachelor's in 1975 and a master's in 1987. She is currently a doctoral candidate in education at the University of Miami.

An educator prior to entering politics, Ros-Lehtinen was a teacher and the founder and administrator of Eastern Academy, a private elementary school. As a state legislator, she supported measures promoting a tuition assistance program for Florida college students. And in Congress, she has continued her efforts on behalf of education-related legislation.

NELY GALÁN

T.V. PRODUCER

At 31, Cuban-born Nely Galán has the entertainment world at her feet. Last September, Galán teamed up with Fox Television to create and produce programming for the previously neglected second-generation, English-dominant Latino population.

Galán asserts that her company makes an effort to hire Latinos so the programs will have a voice that is sincere. "I'm going to be very careful about the image we project," she says, adding that when non-Latinos attempt to portray Latinos, "there is no insight into the culture."

In the past, she says, TV images of Hispanics were often an embarrassment. "You can't correct images overnight, but you can show your own example and continue educating people."

She states that minorities can at times be "militant" in explaining their situation due to frustrations. "Ultimately, that doesn't work," she adds. "You have to work within the system."

With success has come a stark realization: Galán claims that she has received the least support from other Latinos.

"Latinos have a hard time in facing the success of other Latinos because as a group we have not succeeded." Commenting on the envy of others, she notes, "They don't realize that every day is a horrible struggle."

She adds that doing what you love for money can be a trap. "I would have done this for no money."

Galán's career began through a protest article she wrote to *Seventeen*. The article earned her an internship at the magazine.

"Taking that one action changed my life," Galán says. "The key to everything is taking action."

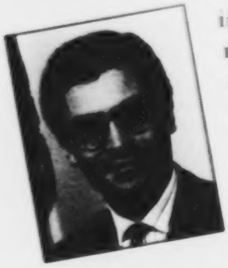
By 18, she was hosting the PBS series *Checking it Out*. Three years later, Galán landed the station manager's job at New York City's WNJU, becoming the youngest person in that position in the country. Prior to taking on Galán Enterprises, she was involved with Tropix, a production company she cofounded.

What will her next production entail? Galán says her next project is marriage and a family.

XAVIER BECERRA

CONGRESSMAN

Since he was first elected to the U.S. House of Representatives in 1992, California Congressman Xavier Becerra, 38, has established a reputation as a leader.



In the past three years, the Democrat has played a key role in shaping the reauthorization of the Elementary and Secondary Education Act, which governs federal education funds and programs.

And Becerra's fight against cutbacks in federal funds for struggling school districts has not gone unnoticed. In 1993, he received the Committee for Education Funding's "Outstanding New Member of Congress" award for his commitment in this area.

The following year, he was named "Legislator of the Year" by the California Association of Public Hospitals for his work on health-care reform.

He has also taken a leading role in formulating policies on immigrant rights and immigration reform as a member of the House Judiciary Committee. A regional Democratic whip, Becerra is a member of the Congressional Hispanic Caucus and the House Parliamentarian Group.

JULIA ALVAREZ

WRITER

In the past decade, educator and celebrated fiction writer Julia Alvarez has amassed an impressive—almost unwieldy—résumé.

Since her collection of poetry, entitled *Homecoming*, was published in 1984, Alvarez has turned out several well-received novels and joined the growing list of Latina writers to watch.

Alvarez writes what she knows, with her first novel, published in 1991, detailing the lives of a Dominican family in New York City. *How the Garcia Girls Lost Their Accents* offers an insightful look at the immigrant experience through the lives of Mami and Papi Garcia and their four daughters, Carla, Sandra, Yolanda, and Sofia. The novel also transports the reader back to the girls' childhoods in the Dominican Republic, Alvarez's island homeland, which she left at age 10.

With realism and warmth, Alvarez chronicles her characters' successes and failures in adapting to life in the United States. The novel was selected a Notable Book (1992) by the American Library Association and received the 1991 Pen Oakland/Josephine Miles Book Award.

With a graduate degree in literature and writing to her credit, Alvarez has been a teacher of poetry in areas as diverse as Washington, D.C., Kentucky, California, and Illinois. Currently a resident of Vermont, she is an assistant professor at Middlebury College.

Again reaching back to her native land, Alvarez last year published a volume of historical fiction entitled *In the Time of the Butterflies* based upon the lives of three revolutionary sisters during the brutal reign of Dominican dictator Rafael Trujillo. A new volume of poetry is to be published in the near future.

ALFRED R. RAMIREZ

EXECUTIVE DIRECTOR

As the Hispanic population booms while it continues to lag in educational achievement, Alfred R. Ramirez sits in the precarious position of heading up a committee dedicated to boosting Hispanic success in school.

As executive director of the recently appointed White House Initiative on Educational Excellence for Hispanic Americans, the 38-year-old Los Angeles native strives to eliminate educational inequalities and disadvantages that Hispanic Americans face, while working to eradicate unintended barriers that might exclude Hispanics from federal education programs.

The organization also seeks to increase the number of Hispanic educators at every level by the century's end—a far-reaching assignment.

Being tapped for this position is just one more in a long list of achievements for Ramirez. He earned his bachelor's in political science/urban studies from Columbia College of Columbia University, and later he became one of only 25 Americans to be named a National Urban Fellow. This distinction involved mentorship and completion of a master's degree in public administration.

Ramirez was later named as special assistant to the President and associate director in the Office of Presidential Personnel, where he directed national Hispanic recruitment and placement of presidential appointees.

JIMMY SMITS

ACTOR

In 1986, actor Jimmy Smits became a household name and his dark good looks a familiar visage when he began his run as the dedicated attorney Victor Sifuentes on television's highly rated series *L.A. Law*.

Last summer, the 39-year-old joined the cast of another critically acclaimed television drama, *NYPD Blue*, as the dust settled from the now infamous David Caruso contract conflict. The show's ratings have remained high, and Smits has been given much of the credit.

In his varied roles on TV and in the movies, Smits has become the country's most visible Hispanic actor. In that spotlight, he has become a role model for the Hispanic community as he portrays Latinos in positive, professional situations.

The New York City native has also forged a personal life worthy of emulation, earning his undergraduate degree at Brooklyn College of the City of New York and later pursuing his master's from Cornell University in 1982.

Smits seems to have solidified his

success with his latest film, *My Family/Mi Familia*, the saga of a Mexican-American family, in which critics said he burned up the big screen.

FREDERICO PEÑA

SECRETARY OF TRANSPORTATION

Cabinet members often blend into the woodwork, but U.S. Secretary of Transportation Frederico Peña, 48, perhaps the country's best-known Hispanic politician, has emerged as a presence.

His high profile has come from hitting the road during such national emergencies as the earthquake that rocked Northridge, Calif.

Philosophically, he believes that investment in transportation is key to reviving America's economy and enabling the U.S. to be successful globally. Under his leadership, the department is pursuing the related goals of fostering safety, efficiency, and environmental quality throughout the transportation system, and improving the lives of Americans by increasing speed, convenience, and safety in the transport of people and freight. For example, the DOT is now focusing on developing intelligent highways and vehicle systems, high-speed rail, and new clean cars.

Since joining the DOT in 1993, Peña helped launch the Clinton Administration's initiative to revitalize the U.S. airline industry, and he assisted in negotiating several major understandings with U.S. commercial aviation partners.

A "realistic visionary," Peña was previously mayor of Denver, Colo., and a legislator in that state. During his tenure as mayor from 1983-91, the city saw construction of Denver International Airport, a city convention center, and the issue of more than $330 million in bonds for bridges, roads, parks, and libraries.

One of six children born to a Laredo, Texas, cotton broker, Peña and his wife, world-class marathon runner and attorney Ellen Hart Peña, live in Alexandria, Va., with their two children.

GLORIA ESTEFAN

SINGER/SONGWRITER

Although she has secured her place as the top Hispanic pop singer in the U.S. and as a major international star, Gloria Fajardo Estefan has never forgotten her roots.

In crossing over from Spanish-language recordings to a mainstream audience, the award-winning singer/songwriter has won millions of fans over to the Latin rhythms of her native Cuba. As lead singer for the Miami Sound Machine, Estefan popularized *Conga*, a song with an infectious, driving salsa beat. This single's universal appeal made it the first to hit *Billboard* magazine's Latin, Black, and dance charts simultaneously.

And her success just keeps building, with the recently released *Hold Me, Thrill Me, Kiss Me*, a collection of 13 pop and soul classics—her turntable hits during her teen years—enjoying lots of airtime.

Estefan calls *Mi Tierra*, her previous effort, the "music of my Hispanic heritage." In August, 1994, *Mi Tierra* marked one year as the country's No. 1 Latin album and became the third Spanish-language album ever to be certified platinum.

More than a beloved entertainer, Estefan also became a symbol of hope five years ago when she broke her back when her tour bus crashed on a highway in Pennsylvania. Her almost miraculous recovery only brought her more fame and devotion.

Estefan's road to fame was much less miraculous and more the product of hard work. When she was a toddler, Estefan and her family fled Fidel Castro's Cuba. Growing up in the U.S., she took an interest in poetry and classical guitar, pursuits that became her escape as she took responsibility for the care of her sister and ailing father.

Since 1985, her albums have marked one success after another, with *Primitive Love, Let It Loose*, and *Cuts Both Ways* going double-platinum. Of her next four albums, three went platinum and one went gold. Estefan has racked up numerous credits, including Billboard's Best New Pop Artist award, 1986; Top Pop Singles Artist, 1986; and Songwriter of the Year (BMI) 1989

MIREYA NAVARRO

JOURNALIST

As the Miami bureau chief for the nation's newspaper of record, Mireya Navarro plays a key role in determining what news from South Florida and Puerto Rico will make it into tomorrow's headlines.

Navarro was named to run the bureau last October after five years as a *New York Times* metropolitan reporter including two years covering the AIDS beat. Prior to joining the *Times*, she was a reporter at *The San Francisco Examiner* where she covered diverse beats including county government, foreign assignments, business, general assignment, and spot news.

She reported from the Dupont Plaza Hotel fire in Puerto Rico, the 1985 earthquake in Mexico, the first national elections under the Sandanistas in Nicaragua, and the Salvadoran peace talks.

Navarro has earned a number of prestigious awards along the way, including winning the Press Club of San Francisco award for Best Feature (1983); the Associated Press News Executive of California award for Best Feature (1983) and Best Spot News (1982); and the Sigma Delta Chi, Region 2, Mark of Excellence Award for Best Series (1979).

She recently returned to her native Puerto Rico to file a riveting story on the rise of drug-related crime on the island. **HO**

The State of Hispanic Education

by Ines Pinto Alicea

A snapshot of Latinos in higher education found impressive progress in college enrollment and degrees earned but also a staggeringly high school drop-out rate that is keeping many Hispanics out of the educational pipeline.

Despite gains made by Hispanics, they remain the most likely of all minority groups to leave high school, according to a recent study by the American Council on Education (ACE).

The report also found that Hispanic women made enormous strides in the numbers of degrees received from the nation's colleges and universities and in joining faculties across the country.

"The study captures the status of Latinos in education," Hector Garza, director of ACE's Office of Minorities in Higher Education, says of the results of his organization's *13th Annual Status Report on Minorities in Higher Education*. "It gives us a measure from which to judge our success rate. Latinos continue to make progress but still have a long way to go to reach parity and the education goals for our community."

The far-reaching report summarizes the most recent available information on high school completion rates, college participation and college enrollment trends, degrees conferred, and trends in higher education employment by race and ethnicity. Most of the data is from the U.S. Department of Education, the U.S. Bureau of Census *Current Population Reports*, and the National Center for Education Statistics.

"Between 1990 and 1993, Hispanics had the largest enrollment gains of all minority groups, showing a 26.3 percent increase."

—13th Annual Status Report on Minorities in Higher Education, American Council on Education

The ACE report also reviewed employment trends at the nation's colleges and universities. It found that the number of Hispanic full-time faculty increased by nearly 58 percent from 1981 to 1991, with Hispanic women making the most progress. During that time period, Hispanic women holding full-time faculty positions increased by more than 80 percent, nearly double the rate of increase for Hispanic men.

But the percentages are deceiving: Hispanics still represent only 2.2 percent of all full-time faculty in higher education, up from 1.6 percent in 1981.

Garza says the report should help mobilize the Latino community as a whole to launch a "comprehensive agenda and campaign to improve education for Latinos."

"We need a national plan," Garza says. "For the Latino community as a whole, we have made progress in college enrollment and graduation rates, but we continue to have a problem with the drop-out rate and in K-12."

While Hispanics have slightly improved their high school completion rates since 1991, they are just beginning to recover from a decline in the late 1980s and early 1990s, when completion rates ranged between 52 and 56 percent. (The data on high school completion rates includes students who earned either a high school diploma or a high school equivalency degree.)

By 1993, the high school completion rate for Hispanics hit 61 percent, but that compared poorly to whites, who had a completion rate of 83 percent.

The report also found that the Hispanic drop-out rate in 1993 was 27.5 percent, nearly four times the rate for whites. Hispanics comprised 29 percent of all dropouts even though Hispanics account for only about 12 percent of the 16- to 24-year-old population.

Garza says that the drop-out rate in the Latino community is the "greatest leakage point in the education continuum" and that Congress's recent decision to stop funding the high school dropout prevention program will make matters worse.

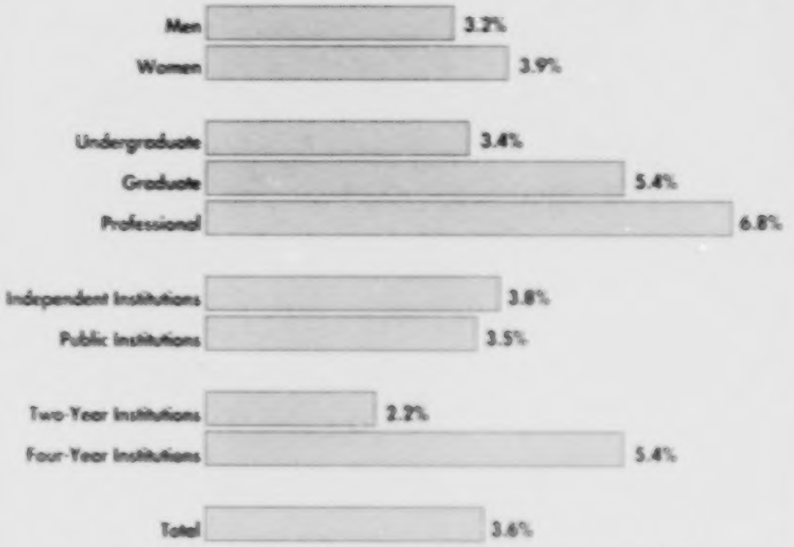
Ricardo Martinez of the Hispanic Association of Colleges and Universities (HACU) agrees. "We are deeply concerned about the pre-collegiate drop-out rates," says Martinez. "We think the [Clinton] Administration and Congress are not helping us in this regard."

A major factor in the drop-out problem seems to be the language barrier. The study found that the drop-out rate for Hispanics whose families spoke little or no English at home was 32 percent compared with just 14 percent for Hispanics who spoke English in their households.

"These students are more disenfranchised than their counterparts because their parents don't feel welcome by the schools, their parents don't understand the school system, their parents can't help them with their homework, and they don't understand the communiques the schools send them," Garza says.

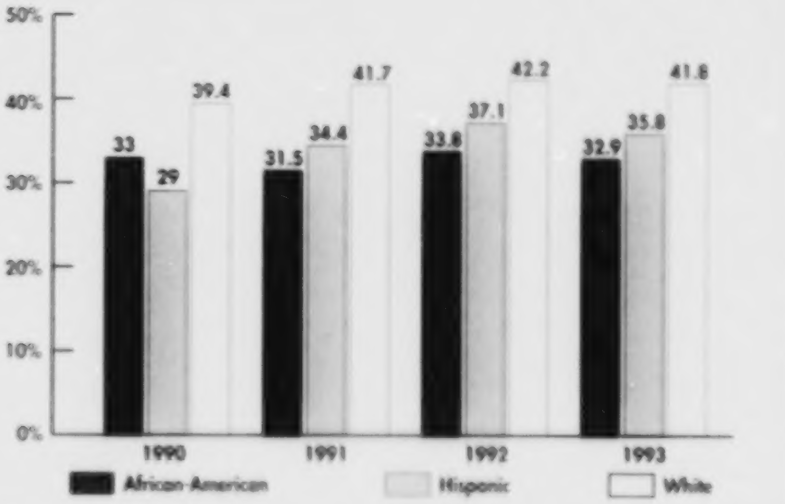
The report's findings at the college level were much more optimistic. The number of college-age Hispanics jumped by 37 percent between 1983 and 1993 due to several factors, including "higher fertility rates among Hispanics and increased immigration," according to the study. Between 1990 and 1993, Hispanics had the largest enrollment gains of all minority groups, showing a 26.3 percent increase.

Changes in Hispanic Enrollments, 1992 to 1993



Source: National Center for Education Statistics. Enrollment in Higher Education: Fall 1984 through Fall 1993. Washington, D.C.: U.S. Department of Education, 1995.

Enrolled-in-College Participation Rates for 18- to 24-Year-Old High School Graduates by Race/Ethnicity, 1990 to 1993



Source: U.S. Department of Commerce, Bureau of the Census. School Enrollment—Social and Economic Characteristics of Students: October 1993. Current Population Reports, Series P-20, No 479.

But rather than attending four-year colleges, a surge of Hispanics at two-year institutions accounted for the largest enrollment gain—31.3 percent—during this time period.

At Hispanic-Serving Institutions (HSIs) the number of degrees conferred decreased slightly at the associate's and doctoral levels but remained stable at the master's level and increased at the first-professional level.

While Hispanic enrollment at the undergraduate and graduate levels increased by nearly 27 and 23 percent respectively between 1990 and 1993, Hispanics represented only 7.4 percent of all undergraduate students and 3.4 percent of all graduate students. And an overwhelming majority—86 percent—of Hispanic students attend lower-cost public colleges and universities, the study discovered.

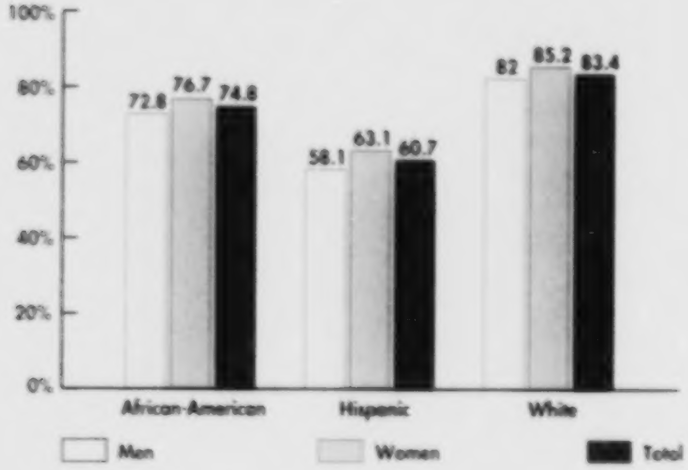
These enrollment increases translated to jumps of between 10 and 12 percent in the four degree categories (associate's, bachelor's, master's and first professional) but still accounted for less than 4 percent of all bachelor's, master's, and first-professional degrees in 1992. But Hispanics experienced an increase of 7.2 percent in the number of doctorates earned for 1993, part of a steady upward trend, with growth of 54.7 percent during the previous 10 years, the report said.

Interestingly, Hispanic women made the most gains; the number of bachelor's degrees they earned from 1981 to 1992 more than doubled, and the number of women earning first-professional degrees nearly tripled.

Latinas accounted for much of the increase in doctorates conferred to Hispanics. In 1993 alone, the number of doctoral degrees received by Hispanic women jumped 12 percent compared to 2.9 percent for Hispanic men. Although Hispanic men continued to earn slightly more doctorates between 1983 and 1993, the number of doctoral degrees awarded to Hispanic women increased at a faster rate than that of Hispanic men. "Latinas continue to be better represented in postsecondary education than their male counterparts," Garza notes. "That's good news because it breaks down the myths that Hispanics don't promote secondary education for Latinas. We have to celebrate that."

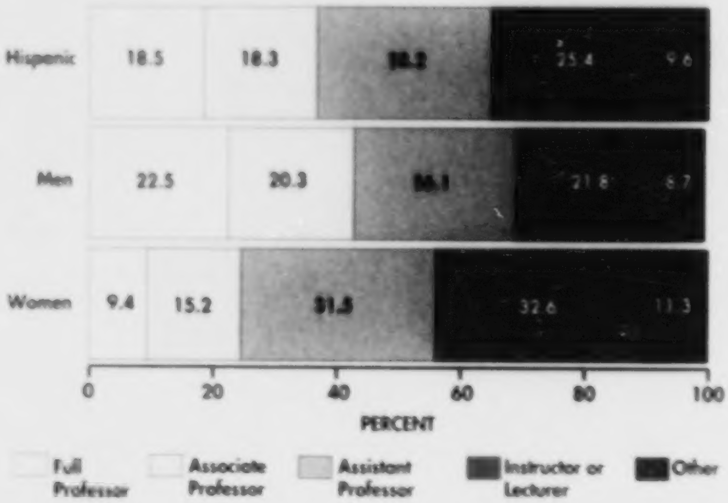
Doctoral degrees in all major fields except engineering recorded small increases. The largest one-year percentage gain—21.5 percent—occurred in the humanities. Hispanics earned their fewest number of doctorates—just 56—in engineering. The most popular category was education, where Hispanics earned 211 doctorates in 1993, followed closely by the social sciences, with 182 degrees awarded. **HO**

High School Completion Rate by Race/Ethnicity and Gender, 1993



Source: U.S. Department of Commerce, Bureau of the Census. School Enrollment—Social and Economic Characteristics of Students: October 1993. *Current Population Reports*, Series P-20, No 479.

Distribution of Full-Time Hispanic Faculty by Rank and Gender, 1991



Source: U.S. Equal Employment Opportunity Commission, "EEO-6 Higher Education Staff Information Survey," 1991

Hispanic Colleges Unite

by Gary M. Stern

Born from the evils of racism and segregation, Historically Black Colleges and Universities (HBCUs) served to educate Blacks in the U.S. who were otherwise shut out of higher education.

While the vestiges of racism might have diminished, schools like Howard University, Fisk University, and Spellman College have thrived because they are almost exclusively attended by Blacks and can market themselves appropriately, appeal to wealthy alumni, and obtain special federal funding.

But schools with large almost Latino populations lacked similar clout and prestige. To remedy that situation, almost a decade ago, a group of Hispanic educators formed an organization to draw attention and funding to schools that educate large numbers of Hispanics.

The result was the launching of the Hispanic Association of Colleges and Universities (HACU) based in San Antonio, an advocacy organization that has grown over the years in its reach and stature.

HACU is currently in transition with the resignation of president Laudelina Martinez, who leaves to form a think-tank.(Chuck Rodriguez, former HACU vice president of advancement has been named interim president.)

The organization started in 1986 with just 15 institutions that had Hispanic enrollments of at least 25 percent. Dubbed Hispanic-Serving Institutions (HSIs), these schools now encompass 127 institutions of higher learning. Of those schools, 60 are four-year institutions, and the rest are community colleges.

In addition, HACU includes 45 associate members that do not meet the 25 percent minimum but do enroll significant numbers of Hispanics.

For Latinos, HACU has become an important voice since over 50 percent of Hispanic students in college attend HSIs.

Most of HACU's member colleges are concentrated in the eight states with large numbers of Hispanics—Texas, California, New York, Arizona, Florida, Illinois, New Jersey, and Colorado—and Puerto Rico.

The Rev. John Moder, president of one HSI, St. Mary's University in San Antonio, believes that HACU lives up to its slogan as the "voice of Hispanic education." "One of HACU's key roles," he states, "is representing the Hispanic-Serving Institution to Congress and federal agencies."

HACU's goals include promoting the development of colleges with large Hispanic populations, improving access to member institutions by Hispanic students, and serving as a liaison for Hispanic colleges to help them meet the needs of business, industry, and government.

Though it started small, today it has expanded its influence and exerts a strong presence in Washington, D.C.

> **" ... colleges and universities that serve large numbers of Hispanic students weren't being served by other higher education organizations. "**
>
> **—Gloria Zamora, executive director for education programs, HACU**

Karen Hanson, director of the Educational Policy Institute of the National Council of La Raza, says that HACU "provides a focus for Hispanics on higher education issues. They promote funding for Hispanic-Serving Institutions. They're the voice of higher education programs for Hispanics."

"The mission of our organization is to increase the access of Hispanic students to college. We don't know of any other organization in the country dedicated to such a mission," says Gloria Zamora, HACU's executive director for education programs.

HACU represents its member institutions in Washington, helps develop them, and assists them in raising funds and scholarships. Because HACU is a nonprofit organization, it cannot lobby officials, but it does work closely with the Hispanic Congressional caucus concerning many educational issues.

"The whole organization was founded because the needs of colleges and universities that serve large numbers of Hispanic students weren't being served by other higher education organizations," adds Zamora.

Indeed, HACU has proven that there is strength in numbers. In 1992, for the first time, HSIs received federal dollars as part of funding traditionally set aside for HBCUs.

As part of Title III funding, $12 million was earmarked for HSIs. While small change in beltway dollars, the funds marked a major breakthrough for HACU and the HSIs. "It reflects a growing recognition by Congress and the Department of Education that the Hispanic student population is growing and will play a large role," says Ricardo A. Martinez, the executive director of HACU's Washington, D.C., office, which fought for the funding.

Pearl Garza Fracchia, chairwoman of HACU's Business Council and the Dallas-based area manager for educational relations for Southwestern Bell Telephone, notes that HACU's strong ties to Washington "ensures its future. That's the bottom line. Without support in D.C., we don't have anything."

Besides gaining access to Title III funds, the HACU Washington office has been building bridges with the Departments of Commerce, Interior, Agriculture, Transportation, Labor, and Energy. Cabinet secretaries have agreed to work with HACU in areas of student and faculty recruitment, program development, and grant competition.

HACU's internship program has been quite adept at introducing students interested in government to Washington, D.C. Over 270 Hispanic students, from 17 states and with grade point averages above 3.0, have undertaken internships in various cabinet offices.

In addition, the organization provides many opportunities for its member colleges to meet annually at conferences and, says Moder, "to discuss programs that work and those that don't work."

The organization also has been striving to expand the pool of Hispanic students who apply to colleges and directs students to financial aid, scholarships, grants, and loans.

Through various programs, HACU has prepared students academically in lower grades and encouraged them to consider college as an alternative.

Zamora considers the Hispanic Student Success Program (HSSP), funded by the Pew Charitable Trust and Ford Foundation, one of HACU's major successes.

HSSP, which ended in 1994, targeted Hispanic students in elementary, middle, and high schools. "The goal of the program," she says, "was keeping students in school and helping them to graduate."

These students received academic enrichment; leadership clubs were established for middle school students; and high school students received academic tutoring and SAT preparation. High school students, most of whom had never set foot on a college quad, visited campuses. Over 15,000 students in three years participated in the program in five states.

Youngsters who thought college was out of reach were now applying and being accepted to colleges, though no systematic study of the program's effectiveness was ever conducted.

High schools were influenced by the program, incorporating its long-term intervention, stepped-up counseling, and SAT preparation into their programs.

Zamora says she is putting the finishing touches on a new effort in which Hispanic honor students will tutor other Hispanics.

Garza Fracchia considers this intervention program effective because "it starts the students at a young age to get involved in education. By the time they get to college age, they've been exposed to the idea of higher education. It's no longer foreign."

There is no question that HACU has achieved many accomplishments, but the challenge of improving the educational achievements of Hispanics remains daunting. For every 1,000 Hispanic students who enter the public school system, only 70 graduate from college.

Some critics say that HACU should create its own scholarship fund. Rev. John Moder agrees that the most critical issue that HACU faces in the coming years is the "student financial aid situation." Due to the current Congress's emphasis on reducing the budget, the future of financial aid, necessary for most Hispanic students, is being threatened. HACU, he says, must fight to "protect financial aid and try to expand it."

Others, including Hanson of La Raza, say that HACU should broaden its scope to focus on Hispanic students attending colleges with small Hispanic populations.

Some also contend that HACU needs to establish a higher profile so the public thinks of the organization in the way they do the United Negro College Fund.

Clearly, HACU has made great strides in promoting HSIs and serving as the main resource for them. But as affirmative actions programs are being eroded, there is an even greater need for HACU to focus its attention and become even more vocal. **HO**

Promoting Bilingualism

by Roger Deitz

Perhaps no other educational issue having an impact on Hispanics is as controversial as bilingual education.

On the one side are advocates who say it provides a necessary, albeit expensive, cushion for new immigrants to learn English while not falling behind in their studies. On the other hand are detractors who argue that it's a waste of taxpayer money and that rather than being a transitional program, it promotes the use of Spanish in the classroom and segregates Latino students.

Surprisingly enough, Robert Bayley, Ph.D., assistant professor of bicultural/bilingual studies at the University of Texas at San Antonio, understands the backlash and agrees that the current bilingual education process is inherently flawed and a waste of public resources.

Because it is a product of compromise and misunderstanding, Bayley suggests, bilingual education is not really bilingual at all; rather, it is anti-bilingual. He suggests that bilingual education fails because it seeks to eliminate the child's native tongue in favor of English. He says we need people who can perform at a high level in both languages in order to grasp future global opportunities.

To study the process of how children learn a second language, Bayley was awarded an $87,669 Field Initiated Studies Grant from the U.S. Department of Education Office of Educational Research and Improvement. This funding runs through October 1995 when an additional $103,500 grant from the Spencer Foundation will support continuing research through August of 1996. Bayley is working with Sandra Schecter, Ph.D., at the University of California-Berkeley, who is directing research in San Francisco.

Their project will study Mexican-American children in grades four, five, and six in San Antonio and the San Francisco Bay Area. They will look at what role the family plays in whether a youngster retains both languages or loses his or her Spanish-language skills.

> **"... people should not have to lose a language skill, an asset, in order to fit in."**
>
> **—Robert Bayley, Ph.D., assistant professor, University of Texas at San Antonio**

HO: What is the difference between your definition of bilingual education and the one in practice?

Bayley: Most bilingual education programs attempt to steer students away from Spanish, toward the exclusive use of English in the classroom. By the time a student enters middle school, the transition to a new language is expected to be complete. By forcing bilingual students to abandon Spanish in favor of English, the education system creates a situation in which the students, who are not encouraged to speak and read Spanish at home, must re-learn Spanish later in their academic experience—with poor success in all studies and at greater expense. It seems to make more sense to continue to emphasize both languages throughout the primary and secondary grades.

HO: What you say seems so evident. Why the problem?

Bayley: Bilingual education is a little bit strange in the sense that there are very few areas of educational research in which there is as much consensus in the data, and yet, we have so little influence on public policy.

There's a pretty clear consensus in the research that children read and learn more readily in their stronger language. It's also fairly well established that it takes immigrant children about five or six years to achieve the kind of academic language skills equal to their English-speaking peers, even if they can get conversational proficiency in a year or two.

So, there is no reason, for example, to hold a child back from learning math or history because you are at that time forcing a child toward learning those subjects in English. That knowledge is readily transferable, if they learn it in Spanish while they are on the other hand also, as a matter of course, learning English.

HO: Why has bilingual education become such a political hot potato?

Bayley: There are people who, because they were born a certain gender or a certain ethnic background, had advantages for a number of years. They are losing those advantages. People feel threatened. There is a lot of fear. For example, one hears the comment, "People shouldn't get paid more just because they are bilingual." Well ...why not? You get paid more if you have some other skill! But they argue that it is giving Hispanics an unfair advantage. Why is it unfair? These people had an unfair disadvantage for a long time. A turn-around seems fair enough.

One gets accustomed to privileges and tends to think of them as rights. Then, when they are no longer there, one has to be reminded that these are just privileges. There is no right of a son of a Harvard graduate to get into Harvard; that's a privilege. And a privilege should be taken away.

I think in South Texas we know—and even people who don't like the idea know—that our future is very much tied to our relations to the south, to Mexico and Latin America. Even conservatives in our region such as Gov. George W. Bush realize that bilingual education is important, that they live a different reality because they live in this region.

HO: Are there pressures that force a Spanish-speaking child to resist speaking in that language?

Bayley: Yes, I think there are. Peer pressure is pretty strong. You want to be like the other kids, and if they speak English, you're not going to want to speak Spanish. Another thing we're finding is that, as you might guess, the better off parts of town are mostly English speaking, even where integrated. English, therefore, becomes the language of economic success and of social success.

Children are fairly sensitive to what's going on around them. They perceive English as more desirable. They get messages through the whole society that English is the prestige language and that Spanish is somehow or another not quite as good.

HO: Do you find that the family has an influence on whether a student will lose his or her Spanish-language skills or not?

Bayley: Very much so. Often, Spanish-speaking parents encourage children to speak in English only for fear that they will have difficulty mastering it otherwise. Under those circumstances, these children are limited to speaking Spanish occasionally with their grandparents. It's regrettable, however, because delaying the introduction of Spanish until English is mastered is disastrous.

The home appears to be the key. This is regardless of the educational system that the student studies under. What the parents' attitudes are. It's independent of other measures. It's pretty persuasive.

For example, among immigrant families of ranch hands in our area, there is a real dedication among families to tutor their children every day after school, reading and writing in Spanish. They get materials from Mexico, books and workbooks sent by relatives. They are determined that their children are going to be literate in Spanish. They put tremendous effort and discipline into this. They themselves might not have progressed beyond the equivalent of junior high school in Mexico, they are not highly educated, they are just ordinary people, yet they have a tremendous dedication that their children not lose the language. They know. Language leads to so much else. You do all sorts of things through reading. And of course, it is obvious that two languages are better than one.

HO: So we are touching upon more than reading skills here?

Bayley: Yes. We are talking not just about decoding skills but about skills such as predicting and inferring—all the sorts of thinking skills involved in reading are not language specific. Those skills can be developed in any language. And then you add that to the fact—and you see this very much in our region—that we have a kind of language deficit in the United States.

We don't have enough people, compared to many countries, who really do have adequate mastery of more than one language. This is essential to carrying on the role of the leading international trading country. So aside from the developmental advantages, there are clearly advantages for people later in life to aid their professional careers. Here in the United States monolingualism is viewed as "normal," but this is not the case throughout the world where people in other countries cannot understand such a state of affairs as being the norm.

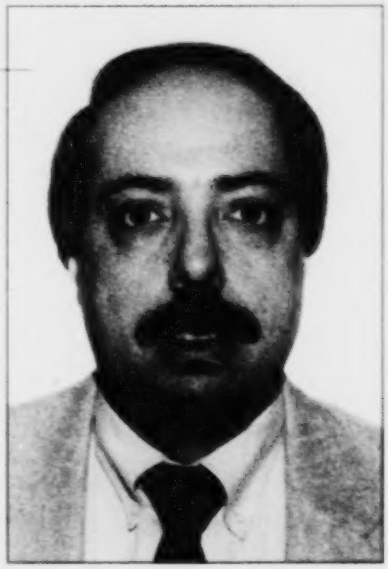
HO: Is this merely an issue of schools and businesses?

Bayley: Not at all. We see a preference expressed among the families in this area that language is tied to people's identity and unity—and they don't want to lose that! This is a cultural matter, and people should not have to lose a language skill, an asset, in order to fit in. **HO**

CULTURAL AWARENESS AND MENTAL HEALTH

by Paul Michael Ramirez, Ph.D.

Paul Michael Ramirez, Ph.D., is an associate professor in the doctoral program in clinical psychology at Long Island University in New York City.



A rapidly expanding Hispanic population within the United States has necessitated a growing sensitivity to cultural variables that are pertinent to the psychiatric diagnosis and treatment of this group. Many Hispanics who are relatively new immigrants to the U.S. must cope with multiple stressors involving poverty, isolation from their extended families, and perhaps a language barrier. Even those individuals who are second-generation Hispanics, and are able to speak English fluently, very often remain transfixed between two cultures.

While more Hispanics are pursuing higher education, the numbers remain proportionately lower than for their non-Hispanic counterparts. These factors, combined with prejudicial impediments, have kept a disproportionately larger number of Hispanics within the lower socioeconomic strata. Thus, many of these individuals are subjected to stressors that might be unique to Hispanics and other minorities, in addition to being subjected to those everyday life stressors common to non-Hispanic whites. A feeling of helplessness and demoralization might ensue that might challenge their ability to cope with stress. At the very least, the uniqueness of any minority group, whether Hispanic or not, raises questions regarding the psychiatric diagnosis and treatment of these individuals.

Diagnosis of mental disorders is an area in which sensitivity to cross-cultural behavioral norms is essential. All too often, clinicians apply diagnostic instruments developed principally in white samples to other ethnic groups. This, of course, assumes that these instruments measure the same construct across all ethnicities. While certain diagnostic criteria might transcend cultural differences, our interpretation of an individual's behavior as being abnormal requires an understanding of cultural norms specific to that culture.

Once a psychiatric diagnosis is made, red tape and nonfluent English-language skills often lead to a lack of sufficient self-confidence necessary to navigate the treatment service's bureaucracy in order to obtain help. The net result of this is either dependence on other family members or friends to serve as intermediaries and guides or simply dropping out of the treatment system completely.

Hispanic attitudes towards mental illness and psychotherapy must always be carefully considered by the clinician. For example, *machismo* might hinder some Hispanic men from seeking treatment. Thus, the approach used in discussing the need for psychotherapy with Hispanic men might differ from that used with Hispanic women. The assignment of Hispanics to male as opposed to female therapists also poses issues related to culturally specific gender roles. A Hispanic male who is agreeable to psychotherapy might be more responsive to a male therapist. Of course, all of this depends upon an individual's degree of acculturation. The greater the degree of acculturation, the more comfortable an individual might be with more main-

" ... our interpretation of an individual's behavior as being abnormal requires an understanding of cultural norms ..."

—Paul Michael Ramirez, Ph.D., associate professor, Long Island University

stream behavioral expectations and norms.

Within the psychotherapeutic treatment process, two important issues that frequently arise are ethnocultural identification and language differences. Ethnocultural identification in psychotherapy involves a patient's ascribing similar cultural characteristics to his or her therapist. Thus, a South American patient might tell her Puerto Rican or Cuban therapist that he probably understands the patient's behavior because they are both Latinos. While such influence is undoubtedly affected by the degree of acculturation on the parts of both therapist and patient alike, one could assume that ethnocultural identification would facilitate a sense of trust. Trust is, of course, essential to the development of a therapeutic alliance between therapist and patient.

In utilizing psychotherapeutic techniques with Hispanics, we must also keep in mind that there are cultural differences in styles of communication. Thus, therapists must be careful not to fall prey to the "baseline fallacy" and assume that their own cultural norms regarding communication will generalize to all ethnic groups with which they must deal. As an example, the significance of verbal as well as nonverbal (e.g., the significance of eye contact or body language) cues varies across cultures.

In addition, language differences between therapist and patient might serve to hinder treatment efficacy.

Therapists should be aware that for less fluent bilingual patients, the process of translating what the therapist says into one's native Spanish and then translating one's response to the therapist back into English might be a way for some patients to distract themselves from the emotional component of the material being discussed. Thus, translation itself might encourage "intellectualization" on the part of the patient and might be used by the patient as a defense against coming to terms with emotionally charged issues.

Finally, in working with the Hispanic population, mental health clinicians must be sensitized both to the presentation of mental illness and to family dynamics within this group.

Family and primary caretaker involvement and education should be key components of any treatment program. Dealing with biases, misinformation, or gaps of knowledge that family members and significant others might have is critical in eliciting their active involvement as partners in the treatment of their loved ones. Their active involvement is also an important way of learning about side effects and attitudes towards their illness that patients might be reluctant to express directly to their doctors. It is in this way that we, as mental health professionals, might be maximally effective in dealing with mental health issues affecting the Hispanic population. HO

THE HISPANIC Outlook IN HIGHER EDUCATION

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Will Race-Based Scholarships Survive?

Story page 6

Photo: John T. Consoli

The University of Maryland (above) was forced to fold a scholarship program for Black students after a recent landmark U.S. Supreme court decision.

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Congress to Cut Research Funding

by Ines Pinto Alicea

Faced with the almost certain prospect of a cutback in federal money for research, Averett Tombes has been encouraging faculty members at New Mexico State University to diversify their research interests and sources of funding.

Tombes, vice president for research and economic development at the university in Las Cruces, N.M., is not alone. His colleagues at universities and colleges across the country are taking similar action as they prepare for what appears to be inevitable: congressional budget cuts to federal research at universities.

Tombes optimistically says, "We hope the cuts in funding for federal research will be offset by private industry. But we have to show the private sector that we can provide research that will help them in exchange for its support."

At press time, it was uncertain how much of the $11 billion in federal funds that now goes to universities for research would actually be cut.

Peter Smith, a spokesman for the Association of American Universities, with a membership that includes 60 of the nation's largest research universities, is less sanguine than Tombes is. He says it's unlikely that private industry will make up the difference, particularly to funding cuts in basic research. Currently, only about 7 percent of research funds at universities comes from private industry.

"Basic research is research that doesn't have an immediate payoff," he explains. "Governments have to fund that kind of research because no one else will do it."

"There's no engine out there as large as the engine of federal research funding," says Thomas Linney, vice president and director of government relations for the Washington-based Council of Graduate Schools. "Universities will have less money."

Smith says it appears that the Republican-controlled Congress will not drastically cut basic research but will maintain current funding levels, a move that essentially becomes a cut as costs continue to rise.

Targeted for cuts are projects that have been dubbed "corporate welfare" and others that provide what House Science Committee Chairman Rep. Robert S. Walker (R-Pa.) called a life-support system for private companies and universities.

Battles still remain to be resolved among those congressional authorizing subcommittees that set overall spending limits and those congressional appropriations subcommittees that decide the actual dollar amount to be spent.

Moreover, what one lawmaker would term basic research, another might call corporate welfare. Then, there is likely to be a philosophical battle between Congress and the Clinton Administration, which has supported industrial technology programs.

Most of the federal funds for university research are distributed through six agencies. Data for 1993 (the most recent year available) showed those agencies distributing the following amounts: the National Institutes of Health ($5.4 billion), the National Science Foundation and the Department of Defense ($1.6 billion each), NASA ($631 million), the Department of Energy ($582 million), and the Department of Agriculture ($462 million).

While all of these agencies are expected to face cuts, some, like the Department of Energy, are expected to be hit harder than others. Already, according to one report, the Department of Energy's research and development budget has been slashed 75 percent over the past two decades.

Linney says that he expects research in health science and medicine to be reduced in particular. At the same time, some programs that are designed to attract women and minorities into graduate research, such as the Enhancing Women and Minorities Access to Graduate Education program at the Department of Education, are being eliminated or merged as part of congressional budget cuts.

When programs are merged, Linney adds, available funds are often decreased. "I question whether state and local commitments to programs that enhance opportunities for minorities will remain if the federal funds are not there," he says.

A more basic question for most universities is how these cuts will impact all their students. New Mexico State University, with a student population that is 30 percent Latino, has a research budget of about

$90 million, 75 percent of which is funded by the federal government, Tombes says. If the university is unable to fill the void left by federal cuts, it will mean that there will be less part-time work for undergraduate students assisting in research projects and fewer opportunities for graduate students to land assistantships, predicts Tombes.

Combined with congressional efforts to cut federal student-loan programs, these proposals to reduce federal support for university research have educators like Tombes wary of what appear to be relentless attacks against higher education.

"Education is the wrong place to cut," Tombes says, echoing the feelings of many educators nationwide.

"Congress is not demonstrating its sensitivity to the importance of education. They are sending a very short-sighted message of wanting to balance the budget on the shoulders of our youth." **HO**

LETTERS TO THE EDITOR

Your April 15, 1995, issue of *The Hispanic Outlook in Higher Education* was a welcome addition to all of the other college and university reports. Our Lady of the Lake is pleased to be included. However, on pages 7-8, where you report master's degrees conferred, Our Lady of the Lake University should have appeared as No. 14, with 46 master's degrees conferred to Hispanic students during 1991-92. This figure (46) is taken from our IPEDS report.

ROBERT E. GIBBONS
Executive Vice President
Our Lady of the Lake University

Editor's Note: The information presented in our April 15th issue reflected statistics provided by the U.S. Department of Education.

NATIONAL ROUNDUP

NEW GROUP TO ACCREDIT COLLEGES

A conservative organization, concerned about trendy courses destroying the curriculum, has been given the authority to accredit liberal arts colleges.

The group called the American Academy for Liberal Education includes prominent academicians such as Edwin O. Wilson, the Pulitzer-Prize winning Harvard science professor; and Elizabeth Fox-Genovese, the Emory historian.

The Washington-based organization was recognized by Education Secretary Richard S. Riley as a national accrediting agency, which means it can certify schools as qualified to receive federal funding.

Standards for certification will include emphasizing teaching over research; senior faculty being involved in teaching undergrads; and requiring all students to take broad liberal arts courses.

The group claims some schools allow too many courses to qualify as meeting requirements for the core curriculum. Many colleges, at press time, were already expressing interest in becoming accredited through this organization.

CHINESE STUDENTS CHALLENGE DESEGREGATION PLAN

A group of Asian-American students has sued to dismantle a school desegregation plan in San Francisco.

Under the plan, the students, who are Chinese-American, must score higher than any other ethnic group to gain admittance to an alternative school for high achievers. The lawsuit also challenges the assignment of many Chinese-American students to regular schools outside their neighborhood in order to maintain quotas.

The plan was drawn up in 1993 after a suit filed by the National Association for the Advancement of Colored People claimed the district was segregated.

GOP SLASHES EDUCATION FUNDING

At press time, the House Appropriations Committee had approved more than $3.9 billion in cuts to the education budget and $10 billion in cuts to student-loan programs.

The proposal included reducing funding for bilingual education by $100 million. President Clinton was threatening to veto the legislation unless funding was increased.

"This short-sighted and politically motivated action sacrifices our children's future for a tax break for the wealthy," said Education Secretary Richard S. Riley. "If things don't change soon, this will be remembered as the anti-education Congress."

HACU PRESIDENT STEPS DOWN

President of the Hispanic Association of Colleges and Universities (HACU), Laudelina Martinez, has stepped down to form a Washington-based think tank.

The organization hopes to appoint a new president by this fall, said Diana Marin, HACU spokeswoman. She added that an interim president, former HACU vice president for advancement Chuck Rodriguez, has been named, and that an annual conference in New York City, planned for earlier this month, would go on as scheduled. **HO**

Compiled by Amalia Duarte from news reports.

Schools Review Race-Based Scholarships

by Ines Pinto Alicea

Colleges and universities across the country are trying to determine how their own race-based scholarship programs will be affected by this spring's Supreme Court ruling on a University of Maryland scholarship program exclusively for Black students.

By refusing to hear the case, the high court left an earlier decision intact that found the Banneker scholarship program unconstitutional.

But as administrators looked forward to the fall semester, they were taking a wait-and-see attitude. Most university officials believed that their own programs were safe for the moment.

"The court's refusal to hear this case does not signal a final ruling on the issue of minority scholarships, nor does it necessarily invalidate other such programs," says Robert Atwell, president of the American Council on Education (ACE), the nation's largest association of colleges.

Atwell says minority-targeted scholarships in which race is one factor among many won't be impacted; however, those that earmark scholarships for one race, such as the Banneker program, will be affected.

More importantly, he adds that the decision is limited to Maryland, West Virginia, Virginia, North Carolina, and South Carolina, the states within the jurisdiction of the U.S. Fourth Circuit Court of Appeals, the court to which the Supreme Court deferred. The appeals court had also refused to hear the case, allowing to stand a lower court's decision to dissolve the program. But an attorney for the organization that challenged the Banneker program on behalf of a Hispanic student, Daniel Podberesky, who was denied a scholarship, says this decision opens the door to further litigation.

> **"So little money is actually involved that it is not worth the problems they are causing with their action."**
>
> **—David Krause, financial aid director, St. Mary's University**

"If people were to look at the Fourth Circuit's decision, it does call into doubt every race-based scholarship," asserts Richard A. Samp, the chief counsel for the Washington Legal Foundation. "People will now say, 'Oh no, our programs are different.' They are trying to find how to distinguish their program from the University of Maryland program."

Two-thirds of all four-year institutions award minority-targeted scholarships. But such scholarships represent no more than 5 percent of all scholarship dollars, according to a January 1994 report by the U.S. General Accounting Office. And financial aid based solely on race is less than 1 percent of the total, the report concluded.

ACE advised its 1,800 member colleges that universities in the court's jurisdiction still might be able to retain their race-specific scholarships if they are not identical to the program at the University of Maryland. Meanwhile, ACE urged those outside the court's jurisdiction to continue offering minority scholarships.

The Fourth Circuit's ruling "does not address the full range of circumstances in which minority scholarships have been established, nor does it address the use of such scholarships to achieve diversity, a goal that was held to be legitimate on educational ground by the Supreme Court in the *Bakke* case," says Atwell alluding to the 1978 landmark case, *Regents of the University of California v. Bakke*. In that case, the Supreme Court found that race could be taken into account in college admissions.

Lawyers and education officials are debating whether race-based scholarships from private donors will be affected. The Banneker program was funded by the state.

"If it is their money, why can't they give it to whom they want to give it?" says St. Mary's University Financial Aid Director David Krause. He adds that the university's law school, which had planned to offer privately funded scholarships to Hispanic students, is considering whether changes need to be made.

Many educators remain adamant in supporting scholarships for minority students despite the court's decision. "It is wrong to limit the tools that we have to effectively recruit minority students," says Louise Dudley, director of university relations for the University of Virginia in Charlottesville, one of the colleges in the court's jurisdiction. "We are committed to having programs that create a diverse student population."

Dudley says University of Virginia officials believe their two race-based scholarship programs will survive scrutiny because they are privately funded.

"We are not sure how we will be affected since our situation is not exactly the same as that of the University of Maryland," said Dudley. "For now we will keep going with the programs that we have."

Supporters and opponents of the Supreme Court decision agree on one thing. They say they hope that the court's action won't keep minority students from pursuing a college degree, and they are concerned about the message sent out by the ruling.

"We need to be careful not to scare minority students into believing that they won't be able to go to college," says Michael L. Williams, who, five years ago, as assistant secretary for civil rights in the Bush Administration, caused a furor by declaring race-specific scholarships to be discriminatory.

Williams, now a lawyer in Fort Worth, Texas, was forced to rescind his position.

"We're concerned about the message they are sending," says Krause. "It's a very misleading message that can be discouraging to those who need aid. So little money is actually involved that it is not worth the problems they are causing with their action."

Most colleges have some sort of financial aid targeted at minority students, and legal experts predict some of these programs might be the target of new lawsuits.

The University of Maryland's Banneker Scholarships were aimed at recruiting academically talented Black students in order to redress the legacy of discrimination against African-Americans by the university. The state-funded program, which gave full scholarships to 30 incoming African-American students each year, was folded into another scholarship after the appeals court found that the program effectively recruited only high-achieving Blacks and that they weren't the group historically discriminated against.

The university has awarded 482 Banneker scholarships totaling $4.1 million.

Lawyers for the Clinton Administration had asked the Supreme Court to overturn the appeals court decision. The ruling, they argued, creates a "virtually insurmountable burden of proof" for colleges that want to reserve some scholarships for Black students.

"The university has reacted with a great deal of disappointment because the Banneker scholarships had been effective in increasing the diversity of the campus and in attracting academically talented African-American students," says a university spokesman, Roland King.

King says the university has already seen the impact of the ruling. Last year, they were able to recruit 38 academically talented Black students via the lure of race-based scholarships like the Banneker program. This year, the school was able to attract only 19 students.

"It's going to be difficult for the university," he admits. "We might try to raise money for privately funded scholarships."

While the Supreme Court justices said their May 22 decision was not a ruling on the merits of such preferences nor did it set a precedent, others say their action will have a nationwide impact.

"The history of our segregated past continues to live in the minds of a significant segment of our population," says University of Maryland President William E. Kirwan. "These memories have made it very difficult to recruit African-American students to an institution like ours without the use of incentive programs. I am deeply saddened by the U.S. Supreme Court's decision."

But others say that race-based scholarships are not the answer to increasing the pool of college-bound minorities. "We're jimmying the process at the end to compensate for our failures to educate kids at the beginning," former Bush appointee Williams argues. "We are not doing a good enough job in K-12."

Williams says he believes that any university receiving government funds must refuse to carry out what he calls a racist policy of a private donor who specifies that the money be used for students of a certain race.

"I don't believe the source of the money makes any difference," Williams says. "As long as a university gets federal funds, it can't provide race-based scholarships. The law says no person should be discriminated against on the basis of race, ethnicity, or gender." **HO**

Forging Black-Latino Coalitions

by Gary M. Stern

The relationship between Hispanic and African-American organizations is sometimes similar to that of two brothers fighting. While bound together under the name "minority," Hispanics and African-Americans have often bickered over preferences in employment training programs, the even-handedness of affirmative action, and the validity of programs such as Head Start and bilingual education.

While Blacks and Hispanics share problems such as poverty and discrimination, like family members they also have their differences. Take an issue like immigration. Latinos, in general, tend to favor a liberal immigration policy, while Blacks see newcomers as just more competition in an already crowded job market.

In the past, Blacks and Hispanics battled over a small piece (sliver?) of the pie in the American economy, which sometimes led to strife.

But faced with massive government cutbacks in many programs benefiting both groups, Black and Latino leaders are recognizing that their relationship must deepen if they are to achieve new goals and hold onto gains made since the civil rights movement.

Indeed, some Hispanic leaders say that the two minority groups are showing signs of strengthening their ties.

"When people are talking about taking the pie away entirely, African-Americans and Latinos are working together to say, 'We have one pie. Let's save it,' " says Charles Kamasacki, vice president of the National Council of La Raza. "The overall assault not just on affirmative action but also on social and economic programs that serve Latinos and African Americans, and the general wave of intolerance in the country evidenced by Proposition 187 are the kinds of forces that are pushing Latinos and African-Americans closer together than they've been for some time."

> **"Their combined voices ... would be positive and constructive."**
>
> **—Milton Morris, Ph.D.,**
> **vice president of research,**
> **Joint Center for Political and Economic Studies**

Arthur Baer, associate counsel for the Puerto Rican Legal Defense and Education Fund, agrees, saying that attacks on affirmative action and immigrants have "coalesced African-Americans and Latinos, Asians and women, who see affirmative action as an approach to ensure fairness and equality and to ensure that qualified people aren't skipped over. It has brought them closer together."

But not all leaders are so optimistic. At the root of problems between Latinos and African-Americans, they suggest, are demographic changes occurring in many cities, such as New York, where Latinos are replacing African-Americans as the largest minority group.

Baer attributes much of the attack on affirmative action and other social spending programs to the globalization of the economy. Though the gross national product keeps rising, 20 percent of the country's upper echelon is seeing an improved standard of living while the other 80 percent sees their income declining. "When you have that decline in standard of living, it creates pain. Those who have a mind to use that for their own political opportunity can scapegoat," he says.

Harry Pachón, Ph.D., director of the Tómas Rivera Center, based in

Claremont, Calif., asserts that conflict between African-Americans and Latinos continues throughout the country. "It's a tinderbox in some cities," he states.

Pachón also notes major divisions between Blacks and Hispanics over educational issues. Some African-Americans have viewed bilingual education as a Latino employment program, while, he says, Hispanics often believe the stereotype that Blacks cause violence in the schools.

In California, Proposition 187 spurred dissension between African-Americans and Latinos. Certain African-American leaders favored its passage, thinking that it would benefit Blacks. Latino leaders, particularly those in California, were less disposed to work with Blacks since the majority of African-Americans (52 percent) voted for Prop. 187.

Guillermo Rodriguez, executive director of the Latino Issues Forum based in San Francisco, says that many Californians, including Blacks, were "uninformed and uneducated about the impact this bill would have on our state." He acknowledges that the "disproportionate share of other groups voting in favor created some tension, not anger" on the part of Latinos.

But some African-American leaders, such as John Mack of the Los Angeles Urban League and Wayne Henderson of the NAACP, strengthened ties with Hispanics by opposing the referendum and speaking out against immigrant bashing.

Meanwhile, many Latinos have long contended that African Americans receive preference in job programs, Head Start, and public service jobs. They say Black activist organizations such as the NAACP and Urban League have been better organized and more effective in fighting for their rights and achieving their goals than have comparable Hispanic organizations.

Milton Morris, Ph.D., vice president of research at the Joint Center for Political and Economic Studies, a Washington, D.C.-based think tank that has studied Black and Hispanic relationships, says that Hispanics have not fought as hard as have African-Americans to maintain affirmative action. "Hispanics," he says, "have not been as visible or as vocal in challenging the direction of some of the proposals as has the African-American community."

Morris notes an irony here because he says that Hispanics are increasingly benefiting from affirmative action despite the recent attacks on it. He asserts that Hispanics have demonstrated a "slower reaction or greater ambivalence" about collaborating with Blacks for affirmative action.

La Raza's Kamasacki notes that the plight of African-Americans in the United States has become part of the American consciousness through novels and films like *Roots* and *To Kill a Mockingbird*, while Hispanic stories are only recently entering mainstream culture. And, of course, the major source of difference is one of history: Blacks as an enslaved people were forced to come to America, while Hispanics as immigrants (or colonialists) chose the voyage.

To study the source of these conflicts, the Ford Foundation awarded a grant to the Tómas Rivera Center and the Joint Center for Political and Economic Studies. The study will investigate what programs are working between Blacks and Hispanics and will then "share this information to facilitate better understanding between the two groups," says Pachón. Had this inquiry been done previously, he suggests, fewer Blacks would have voted for Prop.187.

But in areas where there is commonality, Latinos and Blacks have banded together to fight for change. There are examples of Blacks and Latinos, who in some cities have become the majority population of urban schools, working together to improve the quality of public education. In Hartford, Conn., a joint lawsuit initiated by the NAACP and Puerto Rican Legal Defense and Education Fund sought remedies to ensure that education improve in this integrated and changing city.

Many Latinos leaders envision an increasing collaboration with African-Americans to combat the damaging effects of the Republican's Contract With America. Kamasacki says that "naked self-interest" will strengthen ties between the two groups.

While affirmative action, civil rights enforcement, and Head Start programs have not benefited Latinos to the same degree as they have African-Americans, few Hispanics want to see these programs abolished, says Kamasacki.

Pachón agrees that it was in the best interest of both groups to organize for "better education, safe streets, and viable job programs."

Morris notes that many of the Republican programs are "playing to the political gallery" and appealing to the 62 percent of white Americans who voted Republican in the 1994 congressional elections and feel threatened by affirmative action programs.

In early June, California Gov. Pete Wilson, a likely presidential candidate, called affirmative action programs "unfair" and "unjust" and vowed to curtail them. Faced with this onslaught of antagonism, Morris says that Blacks and Hispanics must merge forces.

"Their combined voices on the political scene in response to some of the excessive claims and excessive language would be positive and constructive," he says.

What's lacking, says Morris, is strong leadership from both the Hispanic and African-American sides. The NAACP is coping with its own internal strife, and the Congressional Black Caucus, once an outspoken voice in Congress, has been quiescent of late in the face of the Republican bashing.

Some African-Americans recognize that if they don't work with Hispanics today, it might threaten them in the future. If demographic predictions materialize, Hispanics will overtake African Americans as the largest minority group in 20 years. If they don't join forces now, will enmity increase in the coming years? **HO**

A Guide to Volume V

by Francisco Callejon and Amalia Duarte

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Cory Salcedo

Chapman University

by Terri Horak

As the first equal opportunity officer for Chapman University, Cory Salcedo is shaping the university's future to ensure a welcoming atmosphere of fairness for everyone on campus.

From facilitating compliance with mandates set forth in federal legislation to moderating employee grievances and fostering diversity on campus, Salcedo's challenges are far-reaching and complex.

But she tackles these issues with a blend of optimism and determination. "I'm trying to bring organization to all this, and I'm lucky in the sense that I'm not following any blueprint of somebody else having been in the job," Salcedo says. "I feel really good that I can go to different individuals and departments and they are willing to listen to what I have to say. Through that I can educate them to the goals set by the office."

As a one-person department at the Orange, Calif., university, she is dependent on the efficiency of the committees she establishes in order to accomplish her goals. But she believes it is open dialogue that can have the greatest impact.

"I don't want to tell a supervisor, 'You've got to communicate with your staff by doing these things because that's what the law says.' What I want is to help people understand the benefits in communicating with the staff," she emphasizes. "Not because the university is afraid if we have a complaint it's going to cost us thousands of dollars to pay the fine. I want people to feel that it's part of their everyday life ... where you say 'excuse me' because it's something natural, not because somebody says, 'If you don't excuse yourself, you're going to be punished.' "

TITLE
Equal Opportunity Officer

INSTITUTION
Chapman University

PROUDEST MOMENT
"When the president of the university called and said I got this job, I saw this as an opportunity to do the things I've always wanted to do to change things and make them better for people."

A QUOTABLE QUOTE
"I get really choked up when I see students' accomplishments and the hard work of parents in order to support them."

HER GREATEST LEGACY:
"Training teacher aides to become bilingual education teachers."

EDUCATIONAL BACKGROUND:
A.A. Cerritos Community College
B.A. (Legal Studies) Chapman University
M.A. (Rhetoric and Composition) Chapman University

According to Barbara G. Mulch, Ph.D., the university's vice provost for academic affairs and dean of graduate studies, Salcedo's methods work. "We've accomplished more under her leadership than we have in years, and I credit a lot, if not all, of it to her interpersonal skills and her ability to get people to listen."

While the primary function of her job is not the recruitment of minority faculty and students, Salcedo does work on diversity issues and brings this same spirit to her role as a nurturer of diversity on campus as well.

She says her goal is to create an environment where minorities are not chosen to fulfill quotas but "to take advantage of the qualities that the individual has and the richness that [he or she] will bring to the particular department or area."

Salcedo believes that multiculturalism has already gone beyond affirmative action issues. "Because of technology and other advancements, we need to recognize that the world has shrunk and that diversity is necessary; it is part of survival and being a good person."

There is no question that Salcedo is an idealist, but her conviction is also the secret to her success. Arriving in the United States in 1954 from her native Mexico at 9 years of age, she was thrown into the culture with very little preparation. Yet, she managed to graduate from

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high school as valedictorian.

"To be honest, I don't feel limited because I'm Hispanic because there's a stubborn streak about me. If somebody says, 'You can't do this,' and it's something I really want, then that's what I'm determined to do."

As the oldest of 12 children, one could say Salcedo is a natural-born leader, but it took some time for those qualities to fully bloom.

Salcedo's imagination kept her aspirations alive while she was growing up. "I've always wanted to be different, and I've always said that if you think of the world as an ocean with lots of fish, I'd like to be a fish that stands out from everybody else," she says.

In her youth, Salcedo says that living up to her responsibilities always made her feel something was missing in her life. Rather than give up, however, she says she just kept thinking "One day I'm going to let people see the way I really am, and I'm gonna do what's inside of me."

Like many Hispanics, she was torn between her own goals and helping the family unit survive. "I gave up scholarships because I felt compelled, and was expected, to help support the family," she says. And like many Latinas, she set aside her own ambitions to marry and start a family.

"When my children started to grow up, I began to do a little at a time, almost experimenting, very slowly. Can you imagine someone from my background—my mother never went to a play in her whole life—wanting to go to a play or to take an afternoon and go to a museum? It was like, 'What, are you crazy?' " she explains.

Inspired by the success of her cultural forays, Salcedo enrolled in Cerritos Community College in 1984. She earned her B.A. and M.A. degrees from Chapman University, where she has been employed in various capacities since 1988.

Prior to accepting her current EOO post in 1994, she was director of Project Eclosion at Chapman, which trains teacher aides to work as bilingual education teachers.

Salcedo brought some important insights into running this program. "I remembered all the different experiences I had as an adult returning to school ... so for many reasons I identified with many students in the program," she recalls. "I was anything and everything I felt they needed."

In addition to coordinating all the administrative functions of the program, a cooperative with four Southern California school districts, Rancho Santiago Community College and Chapman University, Salcedo ran educational workshops and enrichment programs that included reading appreciation and cultural enrichment.

Tutoring students to pass the CBEST test, which some say is culturally biased, was another important aspect of her work with Eclosion students.

Mulch credits Salcedo's warmth and caring nature as an enormous strength with the students and the staff that she works with at Chapman. "[The Eclosion] students value her and still go to her for advice because they feel a bond with her and know that she's very supportive," she says.

Looking back on her career to date, Salcedo feels lucky. "I have been able to travel and meet different people—princesses and so forth—and I've had some wonderful experiences. I want to somehow [enable] other people to experience this, and the best way is through education."

Toward that end, Salcedo is fostering a special dream for the future. Her plan calls for a place where minority junior high school students can gather for guidance, training, and encouragement in order to prepare for higher education.

"We all want to feel empowered, and that's what education and experiences are all about. I don't think that every person who enters the center will become a writer or a doctor, but exposure to a wider culture and intellectual pursuits would already amount to something that makes a difference." **HO**

"If somebody says, 'You can't do this,' and it's something I really want, then that's what I'm determined to do."

—Cory Salcedo, equal opportunity officer, Chapman University

RECRUITING HISPANICS INTO NURSING

by Barbara Jones-Torres and Joan Q. McDevitt

Barbara Jones-Torres, RN, DNSc (below, right), and Joan Q. McDevitt, RN, Ed.D., are directors of the Latino Nurses Project based at Gwynedd-Mercy College in Gwynedd Valley, Pa., a private institution sponsored by the Religious Sisters of Mercy, where they are both on the nursing faculty.

In 1986, the Bureau of Health Professions, U.S. Department of Health and Human Services, identified increasing the representation of minorities in the nursing workforce as a national priority. For Hispanic immigrants, this is a critical issue in health care delivery. Because there are few bilingual nurses available, the ability to involve the Hispanic client in a plan of care, to teach the client and family, and to evaluate nursing outcomes is compromised.

An analysis of Hispanic nursing student enrollment trends reveals that Hispanics are not admitted to schools of nursing in numbers proportional to the general population and that a high number fail to graduate. While Hispanics now comprise nearly 10 percent of the U.S. population, only 3 percent of all graduates of basic registered nurse programs in 1992 were Hispanic.

In response to this urgent need for nurses from the various Latino groups, the Latino Nurses Project was started in January 1994, based upon a qualitative research study completed in 1992. Researchers observed that Hispanic students often followed a circuitous route into nursing, pursuing nurse aide certification or preparation as a medical or laboratory assistant, because they lacked confidence and the required academic background. Many had been deterred from studying nursing by high school counselors who failed to register them for the necessary prerequisite courses and discouraged them from attempting to enter the field. Instead, they were redirected to paraprofessions. Even worse, there were few encounters with potential role models: only two participants said that they had met a Hispanic nurse.

The Latino Nurses Project goes right to the source by recruiting prospective nursing students from public and private secondary schools in the Philadelphia area. Through outreach efforts, adults are also sought out who have kept alive their dream of becoming a nurse over the years. Many in the latter group are single parents on public assistance who are seeking a way out of the cycle of poverty. At present, 56 students are enrolled in the project, all receiving counseling and tutoring. Fifteen students have been admitted to nursing programs; 41 students are taking pre-nursing courses or completing high school. The project's office and tutoring center are located at an inner-city Roman Catholic parish dedicated to serving the Latino community. The project offers assessment of risk factors related to attrition, counseling, assistance with program selection and the admission process, tutoring, nurse mentorship, and tuition assistance. Prospective students sign a contract with the project that states that they will accept tutoring if they receive a grade of C or worse in any required course.

Students attend Gwynedd-Mercy College and nine other institutions in the Philadelphia region. A good fit between the academic program and the student is ideal. The project is funded by a grant from the Independence Foundation.

The program was set up after extensive research into why some students succeeded and others opted out of nursing programs. The resulting data were used to develop a retention model that includes the following factors: antecedents of a decision to seek admission to a nursing program; program selection; student-faculty relationships; and strategies used to manage student life, persist, respond to actual or potential failure, and respond to perceived ethnic discrimination.

It is hoped this project becomes a model for developing methods of responding to the Hispanic community's need for culture-specific nursing care. **HO**

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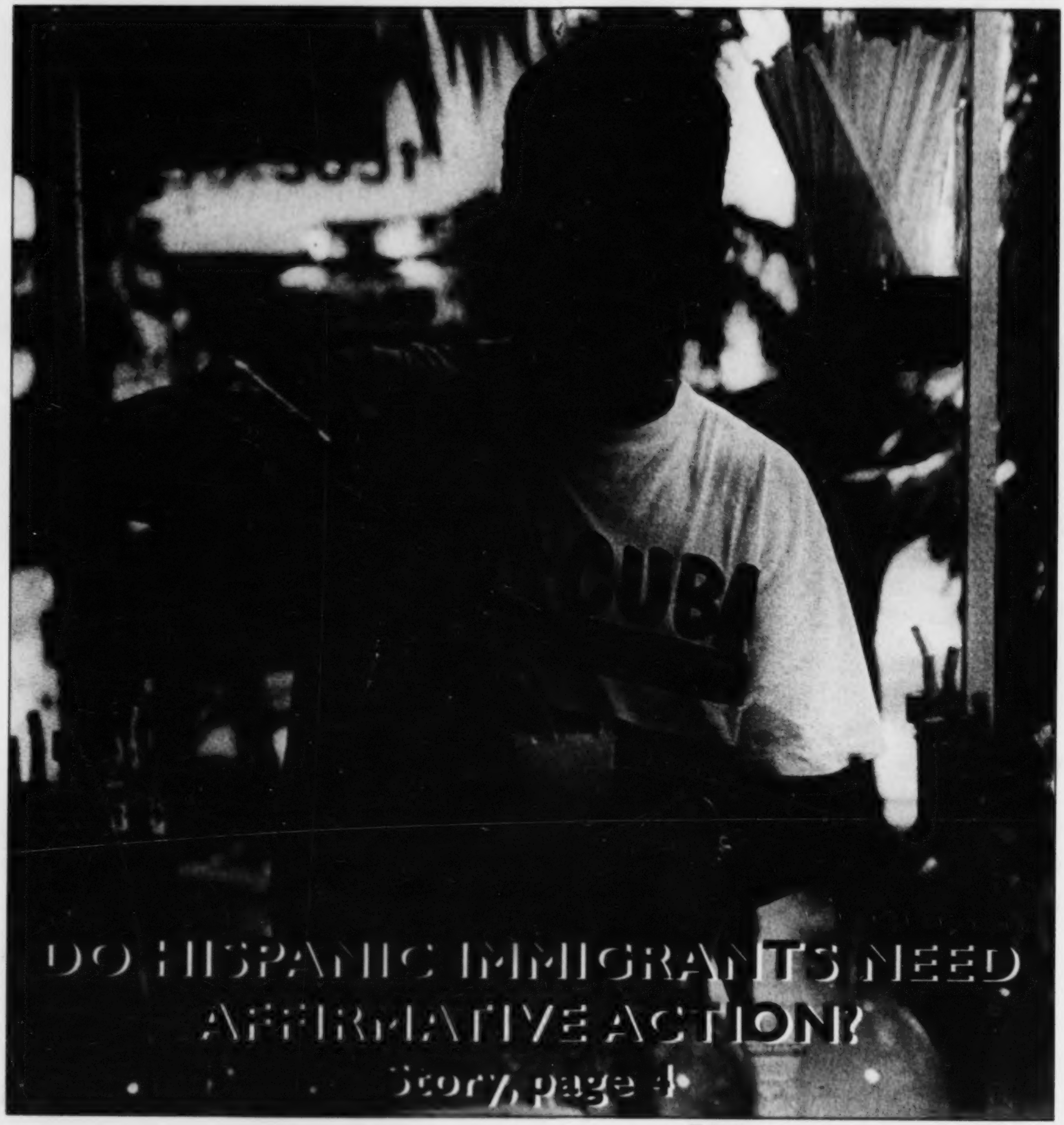

DO HISPANIC IMMIGRANTS NEED AFFIRMATIVE ACTION?

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Do Hispanics Need Affirmative Action?

by Jana Rivera

For many Americans, affirmative action is a Black and white issue intrinsically linked to the 1960s civil rights movement, and some question why recent immigrants such as Hispanics and Asians are included.

Indeed, affirmative action began as a Black and white issue in the 1930s with the creation of the Committee on Fair Employment Practices and the National Labor Relations Board (NLRB) under President Roosevelt. The term "affirmative action" was first used in the Wagner Act of 1935 authorizing the NLRB to redress unfair labor practices.

Later, President Truman carried on the fight for fair employment practices by appointing an advisory committee to police job discrimination by government agencies, according to Hugh Davis Graham's essay "Origins of Affirmative Action."

Hispanic immigrants like these in Miami's Little Havana section are considered minorities, a policy some Americans find objectionable.

In the 1950s, President Eisenhower established a similar committee, and then President Kennedy signed Executive Order 10925 in 1961, intent on continuing the battle for civil rights.

According to Graham, it was Kennedy who reintroduced the phrase "affirmative action." With Kennedy's use of the phrase, affirmative action was, for the first time, linked to civil rights enforcement policy.

By the mid 1960s, civil rights leaders recognized the need for stronger steps toward equality—merely outlawing discrimination was not enough. The movement was searching for proactive measures by government to combat the legacy of slavery and continued prejudice that prevented Black Americans from achieving equality.

In a 1964 speech before the Southern Christian Leadership Conference, the Rev. Martin Luther King, Jr., said, "Of what advantage is it to the Negro to establish that he can be served in integrated restaurants or accommodated in integrated hotels, if he is bound to the kind of financial servitude which will not allow him to take a vacation, or even take his wife out to dinner? What will it profit him to be able to send his children to an integrated school if the family income is insufficient to buy them school clothes?"

In June 1965, President Johnson told Howard University graduates, "You do not take a person who for years has been hobbled by chains and liberate him, bring him up to the starting line of a race, and then say, 'You're free to compete,' and justly believe you have been completely fair. Thus it is not enough to open the gates to opportunity. All of our citizens must have the ability to walk through those gates; and this is the next and the most profound stage of the battle for civil rights."

According to Graham, although Johnson spoke boldly of taking progressive steps to achieve equality, his Executive Order 11246 simply repeated the boilerplate language of Kennedy's 1961 order tying affirmative action to nondiscrimination practices only.

It was not until President Nixon's second term that federal policy shifted away from the equal-treatment standard toward proportional results that required minority preferences. Nixon, says Graham, institutionalized numerical goals and timetables with Labor Department Order No. 4, which addressed the need for proportional representation of minorities in the workforce.

Many historians agree that the turning point from nondiscrimination to minority preferences was also a turning point for the inclusion of Hispanics, women, and other groups in affirmative action. Histories of the affirmative action movement are vague in their references to "other minorities."

Harvard historian Stephan Thernstrom, editor of the *Harvard Encyclopedia of American Ethnic Groups*, recalls an Office of Management and Budget committee set up under Caspar Weinberger, Nixon's Secretary of Health, Education, and Welfare, to determine which were the disadvantaged groups and to provide a uniform list that federal agencies could use.

"The end result of that," says Thernstrom, "was something called the OMB Statistical Directive No. 15, which did say that groups eligible for special treatment were defined as Blacks, Asians and Pacific Islanders, Hispanics, and Native Americans."

Up to this point, affirmative action and the civil rights movement had largely been considered a Black and white issue. In his essay "Equal Chances versus Equal Results," Seymour Martin Lipset writes, "Blacks are the quintessential distinctive American minority group, better able than any other ethnic or social group, except Native Americans, to justify a claim for preferential treatment. Whites profited greatly from the labor of slaves and the Jim Crow years when Blacks did the hard, low-paid work of unskilled laborers, field hands, servants. Thereby whites acquired the leisure, education, and wealth of which they deprived Blacks and for which Blacks deserve compensation."

He goes on to write, "Other minorities and women have required only genuine equal opportunity, not special help. In any case, immigrants have no claim to preferential treatment, since any handicaps they may have are clearly not the fault of American society. Immigrants, including Hispanics and West Indians, generally do better economically the longer they are in this country."

The broadening of affirmative action to include women, Asians, and Hispanics as beneficiaries while excluding other groups is a question often heatedly debated these days as the entire concept of affirmative action comes under attack.

The central question for Hispanics remains: Why include new immigrants from Mexico or Spain and exclude immigrants from impoverished places such as Sicily or Greece? Why give Latinos a break when historically every immigrant wave has been the victim of xenophobia? And, ultimately, does it benefit Hispanics to be labeled as a "minority" group?

Many of the various Eastern and Southern European ethnic groups were clamoring in the 1970s to be included in affirmative action, according to Thernstrom. But Hispanics got the nod, he says, in part based on the group's overall low economic status in the United States and on its political muscle.

"I think the relatively impoverished state of Puerto Ricans in the Eastern cities and Mexicans in the Southwest, and to some extent the political clout they had in California, Texas, and New York—that's what distinguished them," Thernstrom says.

This argument, however, ignores one issue that affirmative action opponents seem hesitant to address: skin color and appearance. Recent research from the University of Massachusetts at Amherst on prejudice against students shows a direct correlation between skin color and racism.

"The darker your complexion, the more intimidation and harassment you experience on campus," says Grant Ingle, director, Office of Human Relations.

The controversy surrounding preferential treatment of minorities in affirmative action programs is heightened when the minority involved is Hispanic or Asian, some of whom enjoy a comfortable socioeconomic status upon arrival in this country.

"The African-American experience is substantially different," Charles V. Hamilton writes in his essay "Affirmative Action and Experimental Realities," "Blacks came involuntarily, often from freedom to slavery; they came as dehumanized property. The Blacks had to first engage in a distinctively political struggle; other immigrants could immediately engage in an economic struggle. Blacks had to cease being property, before they could acquire it."

Hamilton readily admits that many ethnic immigrant groups were certainly discriminated against, but he distinguishes their treatment by saying that "while clearly oppressed and discriminated against, they were not dehumanized."

Clearly, the issue becomes even blurrier because, obviously, not all Hispanics are dark complexioned, speak with an accent, or possess any other characteristic that would make them look "ethnic." A blonde-haired, blue-eyed Latino whose ancestors hail from Latin America via Germany or northern Italy, for example, might look as typically "American" as anyone else.

For this and other reasons, Thernstrom believes that many Americans find preferential treatment for recent immigrants particularly objectionable.

"It is curious that most of these programs give preference not only to native-born people, who arguably were subject to discrimination, but to immigrants who just arrived last week from Mexico or wherever. I think many Americans would feel like we are doing them a favor to let them in, but then to give their kids preference over my kids at the University of California is outrageous," Thernstrom says. "I think if affirmative action focused solely on people who were once enslaved in this country—you can make the case for that a lot easier than you can make it for a much broader category."

But Theresa Bustillos, vice president of legal programs at the Mexican American Legal Defense and Educational Fund (MALDEF), believes an argument based solely on compensating for wrongs of the past ignores present realities.

Statistics from the U.S. Bureau of the Census show that Hispanics still earn considerably less at all levels of education than do whites.

For example, in 1993 the mean monthly income of whites holding bachelor's degrees was $2,552 compared with $1,895 for Hispanics holding bachelor's degrees; the mean monthly income for a white high school graduate was $1,405 compared to $1,092 for a Hispanic high school graduate. There were too few Hispanic recipients of doctoral degrees to figure monthly income.

A 1991 Equal Employment Opportunity Commission (EEOC) study reported only 4.2 percent of full-time employees in higher education are Hispanic, and four out of five of them are employed in non-faculty, non-management positions. Hispanics accounted for only 2.2 percent of full-time faculty.

In her essay "Justifying Affirmative Action," Mary Segers writes, "to rest the case for affirmative action and preferential treatment on some vague notion of collective guilt and a social duty to pay recompense for wrongs committed by ancestors who lived long ago seems unnecessary and misguided. Affirmative action may be more effectively defended through appeals to distributive justice and fair equality of opportunity. This does not mean that the history of groups which have suffered flagrant discrimination in the past is irrelevant."

MALDEF's Theresa Bustillos, vice president of legal programs, argues that affirmative action is still needed for Hispanics because they continue to earn considerably less than do whites with comparable education.

Segers believes that there is a difference between "redressing past privations" and "neutralizing the present competitive disadvantage stemming from past privations."

"Such an approach," she writes, "would permit the use of race-sensitive and sex-sensitive measures, together with other factors in employment and admissions. It would thereby incorporate one of the requirements of justice—that treating persons as equals might sometimes mean that we must treat them differently."

Adds Bustillos, "What we are interested in looking at are the current effects today from prior discrimination. Which groups are still impacted currently by discriminatory practices? The groups that have been identified—African-Americans, Latinos, Asians, and women—are still to this day feeling the effects of historical discrimination." **HO**

ANALYSIS

UC Regents Roll Back Affirmative Action

by Monica Rhor

No Retre
Speak Up for Affirmative Action!

Noah Berger

Annetta Wells was one of many students who turned out to protest a recent vote by the UC Board of Regents to eliminate affirmative action in the nine-campus system.

The vote that could change the future of higher education for minority students took 13 hours. It was punctuated by emotional speeches, tumultuous rallies, passionate renditions of "We Shall Overcome," and pronouncements by two possible presidential candidates.

And when it was over, on July 20, the University of California Board of Regents had voted to drop affirmative action policies on admissions and hiring. Starting Jan. 1, 1997, the University of California will no longer use race, religion, color, or national origin as criteria for admission.

For affirmative action supporters, the vote signaled the start of a gloomy future for students of color. Their mood was summed up by the Rev. Jesse Jackson, who said at the regents' meeting, "The consequence of going backwards is the loss of hope, the furthering of despair, the hardening of cynicism we can ill afford."

For opponents of race-based policies, the vote marked the end of what they see as outdated "racial preferences."

Their view was captured by Republican California Gov. Pete Wilson, a former supporter of affirmative action who has made its repeal the centerpiece of his presidential campaign, who said, "We believe that students at the University of California should achieve distinction ... without the use of the kind of preferences that have been in place."

Currently, 40 to 60 percent of UC first-year students are admitted solely on the basis of grades and test scores. The rest are judged on a combination of academic and other criteria, including race and ethnicity. Under the resolution, a much higher percentage of incoming students—50 to 75 percent—will be judged on grades alone.

But a new criteria will be added to replace race and ethnicity: students will get a break if they come from an "abusive or otherwise dysfunctional home or a neighborhood of unwholesome or anti-social influences."

There's no question that affirmative action has made a difference in the makeup of the student body. In 1984, 70 percent of UC students were white, while Latinos made up only 7 percent of the student population. A decade later, the number of whites had dropped to 40 percent, while the Latino population had nearly doubled, rising to 13 percent. The number of

Noah Berger

“ … they can’t admit you just because you are Chicano, African-American, or Latino.”

—Ward Connerly, regent, University of California

African-American students remained constant, at 4 percent, while Asian students jumped from 16 to 29 percent.

At the same time, the average GPA of Latino students stands at an impressive 3.7—compared to the 3.3 minimum required, according to university officials. (All students accepted at the University of California must be in the top 12.5 percent of their graduating class.)

So what does the regents’ vote mean for minority students in general and Latino students in particular? Will the end of UC’s affirmative-action admissions policy mean that eligible Latino and African-American students will be shut out of the campuses of their choice?

Or will the gains in diversity at the University of California continue through the revised criteria called for in the regents’ resolution?

Affirmative action opponents say the new admissions policy will create a more equitable campus, where students are judged only on grades, not their skin color. But affirmative action advocates maintain that the real world is not colorblind and that minority students in the inner-city cannot compete with more affluent white students.

The average income for the families of Latino students is $50,000 *less* than the overall UC average, says Michael Aldaco, director of student academic development for the UC system. “Those who voted for the resolution fail to recognize that the playing field is not yet level,” he says.

A study conducted by the university last May showed that the removal of race and ethnicity from admissions criteria would result in a noticeable drop in diversity on campus. The number of African-American students could drop by 40 to 50 percent, and that of Chicano/Latino students would fall 5 to 15 percent. On the other hand, Asians would gain slots, and the number of white students would stay constant.

But these are just projections, numbers that have been disputed by Gov. Wilson and other affirmative action opponents. The real consequences of the vote might not come until the appointment of the task force that will decide what supplemental criteria will be used in the future.

However, one thing is already clear: the vote has created an atmosphere of fear, apprehension, and confusion among current and potential UC students. And that alone could have a major impact on the ethnic breakdown of the approximately 150,000 undergraduate and graduate students enrolled in the California system’s nine campuses.

Ed Gomez, 29, a graduate student at UC-Riverside and the student member of the regents board, recalls an urgent request from a friend who asked him to counsel a younger brother who was shying away from UC.

“He doesn’t want to come to the university when only white people are accepted,” explains Gomez, who lobbied to retain UC’s affirmative action policies. “I think that, beyond anything, the Board of Regents is saying, ‘What you want doesn’t count; what counts is what we want.’ ”

That perception—that students of color are no longer welcome at the UC system—might be the biggest immediate fallout of the regents’ vote, say student activists and university outreach workers.

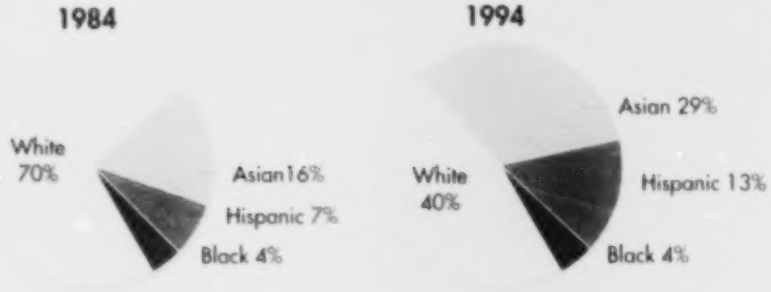
Frantic students have been tying up the telephone lines in the offices of the Movimiento Estudiantil Chicano de Aztlan (MEChA), one of California’s largest and most active student organizations.

“A lot of students feel very intimidated. They feel like they don’t belong,” says Dorene Martinez, 19, a MEChA member and undergraduate student at UCLA. “A lot of minority students feel targeted.”

The fears are so widespread that many incoming first-year students are afraid their acceptance to the university might be revoked, asserts Aldaco, who runs the university’s outreach programs for underrepresented students at both the undergraduate and pre-college levels. (The programs, which reach about 70,000 mostly Latino/Chicano students,

DIVERSITY ON CAMPUS

Total enrollment, by race, at University of California campuses. Figures include only those students who declared their race or ethnicity upon enrolling.



Hispanics can be of any race. Other races not shown.

Source: University of California

are designed to sharpen applicants' academic skills.)

Aldaco worries that many of those students might feel that their efforts have been in vain. "They're concerned about the kind of climate they're going into. They're doing everything they're supposed to do, but now they're perceiving the message of 'We don't want you,'" he adds.

But Aldaco believes that, despite the vote, the university has not backed away from its commitment to diversity. He points out that the university's nine chancellors and even the president disagreed with the regents' actions on affirmative action, as did many faculty and students.

Four days after the vote, UC President J.W. Peltason released a statement reaffirming UC's commitment to "diversity both as a powerful tool in educating our students for the world in which they must make their personal and professional lives, and as an essential way of meeting our responsibility to prepare future leaders for California's diverse society."

Warranted or not, Aldaco and others are concerned that the students' fears might keep many from applying to the University of California, which could undo the gains in diversity achieved.

"Reality is 95 percent perception, and people perceive it to be a policy of exclusion," says Ralph Carmona, the alumni representative to the Board of Regents. "If someone has a choice between Princeton and Berkeley, they'll just go to Princeton."

Even Ward Connerly, the Black regent who sponsored the resolution, is concerned that minority students might no longer feel welcome at UC. But he blames affirmative action proponents.

"Those who have been pounding hard for keeping preferences the way they are are responsible for sending that message," Connerly claims. "I haven't heard many people saying that every eligible person is welcome. But I have said over and over that this isn't saying we don't want someone. We are not saying that someone isn't welcome."

Connerly says the resolution was not meant to stop students of color from entering the university. It was only designed to stop the use of race and ethnicity as criteria for admissions.

"Every eligible student is still guaranteed a seat. With regard to that, nothing at all has changed," says Connerly. "We still permit the university to admit people because of supplemental criteria, but they can't admit you just because you are Chicano, African-American, or Latino."

The revised supplemental criteria, which would take into account the obstacles an applicant has overcome, will still ensure that minority students have a fair chance to enter the University of California, he maintains.

However, others believe that the new brand of supplemental criteria would itself pose an obstacle for students of color. By forcing applicants to identify themselves as products of a dysfunctional family or an impoverished background, UC would be opening a "Pandora's box where you have competition for victimization," Ralph Carmona argues. "Do you go with the kid whose father is a cocaine addict or the one who was abused?"

Latino students, who might come from a culture that discourages public airing of personal problems, might be reluctant to reveal private traumas in a college application. "It's degrading to have to explain why you come from a broken home, especially to people you don't know. You don't know who's reading this," says Dorene Martinez. "It's outlandish. They're making it more and more difficult to get in."

Even if the worst fears are not realized, students like Martinez and administrators like Aldaco believe that the regents' vote has carved a deep wound in students of color.

The vote comes on the heels of the anti-immigrant Proposition 187 and just before the California Civil Rights Initiative, a voter referendum slated for next year that would dismantle affirmative action in the state.

"This thing is far from over," Aldaco says. "And I'm afraid people are going to get hurt, as they feel that education is turning its back on them. Congress is turning its back on them. The courts are turning their backs on them. All they have left are the basics. The marches, the frustration, and the rage are sometimes all they have to turn to." **HO**

A MODEL FOR SUCCESS

A Comprehensive Model Approach for Colleges and Universities' Minority Student Recruitment and Retention Programs

by Jose Angel Gutierrez, Ph.D., J.D., and Pedro J. Lecca, Ph.D., American Council on Education (ACE) Fellow

ABSTRACT

Institutions of higher education are developing plans to recruit and retain minority students through a variety of programs. Each has received some level of success, but apparently no institution has developed a comprehensive model to diversify its campus.

- *Tulane University is providing minority students financial aid opportunities and jobs after graduate school.*
- *Dartmouth has implemented a weekend program called "Experience Dartmouth" as a recruitment tool.*
- *Colleges in California are seeking to increase their pool of minority students through retention strategies.*
- *Texas has funded a "State Scholarship for Ethnic Recruitment (SSER)" consisting of $1,000 scholarships that are renewable.*

The comprehensive model outlined here offers a method to improve recruitment and retention of minority students in colleges and universities. This article will examine existing national strategies and develop a model from successful outcomes that can be replicated by schools around the country. Such a model must combine institutional support; cooperation among administrators, faculty, and students; and a substantial financial commitment. This model developed consists of three divisions: (1) recruitment, (2) admission, and (3) retention of minority students with subdivisions for each that include the specific programs required. Recommendations for success are made.

INTRODUCTION

Minority recruitment and retention is a topic generating much discussion and action (Henniger, 1989). Specialized programs or curricular modifications for minority students have been provided, but little used (Kemp, 1990). Because there are no quick solutions leading to increased minority presence on university campuses, an extended commitment is essential (Henniger, 1989). This article will present a general model for recruitment and retention of minority students in the hope that it will be tested and replicated.

Specific problems are included in the model:

- Hispanic students attend community colleges (70 percent) rather than colleges and universities (30 percent) (HACU, 1991).
- Minority students are far more likely to drop out of college than are their nonminority cohorts (Giles-Gee, 1989).
- The lack of African-American and other minorities present on university campuses is a national disgrace (Patai, 1991).
- Many inner-city minority students believe that they have no control over their lives and are therefore powerless to shape their future. Because of these attitudes, they lack motivation, are unable to set goals, and are indifferent about school (Abi-Nader, 1991).
- Minority students have indicated that they perceive college life to be significantly more frightening and lonely than do nonminority students (Olszewski-Kubilius and Scott, 1992).
- Minority students can be as motivated to attend college, but they feel less prepared and less confident about being admitted (Olszewski-Kubilius and Scott, 1992).

After the civil rights movement, community colleges became open-admission institutions. They focused on admitting students of different educational and cultural backgrounds, while four-year institutions pursued improvement in the academic quality of their programs, resulting in racially segregating students by type of institution (Cage, 1989).

The proposed model will address the recommendations made to state lawmakers by the Education Commission of the States' National Task Force for Minority Achievement in Higher Education (Cage, 1990), which include:

1. Requiring colleges and universities to set appropriate and measurable goals for enrolling and graduating minority students;

2. Linking state financial support for colleges and universities to the institutions' progress toward statewide goals for minority achievement;

3. Setting policies that allow transfer students from community colleges to complete a bachelor's degree in the same time as other students.

Berger (1992) has said that providing

minorities with greater access to education is a social issue of our time. According to Henniger (1989), greater numbers of minority students must be encouraged to enter the higher education system. These increases can only be accomplished with specific interventions, policies, and strategies.

Minority enrollment should be at least proportionate to the minority population of the state. Minority graduation rates should be comparable to those of other students (Cage, 1990). The goal of higher education should be to reflect a society in which all that matters is an individual's own abilities, character, and determination (Bowen and Rudenstine, 1991); in other words, equal access and opportunity for all (Rodriguez, 1993).

CURRENT ISSUES

Any model for retention and recruitment of minority students begins with understanding prior interventions and programs, and evaluating for their effectiveness. According to a report by the Quality Education for Minorities Project (Magner, 1989), the following general efforts are being made:

- 30 percent of administrators said their college offers racial awareness workshops for students, faculty, and/or staff;
- 37 percent operate under a governing board-adopted policy that includes goals for increasing the presence of minority students on campus;
- 40 percent plan a major increase in funds to raise the number of minority members on campus;
- 11 percent offer incentives to academic departments to hire more minority faculty;
- 60 percent said they were trying to help minority faculty members meet tenure and promotion requirements;
- 50 percent said they were making efforts to hire minority members as senior administrators.

THE FRAMEWORK

A group-specific philosophy must become a part of higher education, and minority groups must be targeted to receive assistance, if minority representation on campuses is to increase.

According to Halo (1992), attempts to diversify by simply increasing recruitment of minority students without gaining the full commitment of faculty and staff, investing in appropriate support services, and addressing matters of campus culture and climate can lead to the possible failure of any minority recruitment and retention program.

Three questions must be answered in the development of this model: (1) How does the university get minority students interested in attending? (2) How does the university get minority students admitted? and (3) How does the university help minority students to graduate? Combined efforts of the administration, staff, faculty, and students are needed in each area.

The administration should provide the leadership and funding necessary to implement the programs involved. It should influence local high schools to increase the exposure of minority students to college preparatory courses, including taking college courses to high school campuses that focus on the social and academic dimensions of university life (Steward and Post, 1990).

The administration should resolve the lack of minority faculty problem by implementing an effective minority hiring program to include a "Grow Your Own" project. Many institutions of higher education are learning that Hispanic faculty are the key to recruitment and retention of other Hispanic faculty and students (Medina, 1993). Career development criteria and policies for staff and mid-level administrators (Ross, 1991) that require diversity training and ethnic studies continuing education, and offer development and remedial programs with the same support given other courses are essential to engendering a campus spirit of inclusiveness.

In addition, the administration should reach out to local community colleges, establishing transfer centers to encourage the many minority students to continue their education; offer residential summer programs and ethnic-specific culture camps to minority high school juniors and seniors; offer prospective students the opportunity to visit the university to learn firsthand about college life through experience; and develop and enforce policies against harassment and discrimination.

In the financial aid area, the administration should recognize the need to increase funds allocated to outright grants. Historically, minority students respond more effectively to grants. Many experts have commented on the form of grants and work study, including St. John and Noell (1989), Stewart and Post (1990), the Education Commission of the States (1990), Henniger (1989), Magner (1991a), Cage (1990), Willie (1991), Shom and Spooner (1991), the Quality Education for Minorities Project (1990), and the University of California Latino Eligibility Report (1993:8).

A change in admission standards is also indicated by the literature. The failure, with regard to minority applicants, of the most commonly used standards—high school grade point average and standardized test scores—is well documented (Lavin and Crook, 1990; Rhodes, 1992; Daniels, 1991).

The administration could use the seven noncognitive variables that are related to minority student college successes proposed by Shom and Spooner (1991): (1) positive self-concept, (2) realistic self-appraisal, (3) understanding of and ability to deal with racism, (4) preference for long-term goals, (5) availability of a strong support person, (6) successful leadership experience, (7) demonstrated community service.

The administration can strengthen its minority students' program by implementing a comprehensive retention plan. Features that should be included are (1) a six-week summer program for entering minority students to improve their academic learning and study skills, (2) an ethnic group-specific Culture Camp that will boost self-esteem, self-awareness, and confidence utilizing their heritage, (3) a

> " ... the essential component for change is a long-range multiculturization plan that encourages all departments and professors to reexamine their disciplines and teaching."

study center, with tutor available, that also serves as a meeting place, (4) a counseling center, staffed by professionals, to deal with the problems of depersonalization, racism, adjustment to residence hall life, and the general climate and living conditions faced by minorities on the campus, and (5) establishing an early warning system that monitors class attendance, performance, and social participation and that recruits faculty to meet biweekly with individual minority students.

Additionally, the administration should recruit and train faculty and staff who are to meet the needs of minority students, redesign training programs to strengthen the preparation of those who will be in most contact with the students, and provide multicultural sensitivity training to the active staff and faculty and to the student body.

Current minority students can have a positive effect on recruiting. They can visit high schools, identify prospective applicants, and host weekend recruitment drives. Student groups can cosponsor ethnic events and activities. Because the degree to which a minority student identifies with the campus is a critical factor in retention (Giles-Gee, 1989), the participation of minority students as tutors and mentors is crucial to the success of the program.

Participation of the university's employees in recruitment and retention is also critical. The aim of staff development should be to search continually for culturally responsive strategies that will motivate and inspire students (Abi-Nader, 1991).

Institutional representatives should be familiar with the issues that relate to minority students and be able to establish a rapport with those potential students who might differ in interpersonal interaction styles. Recruiters also need to be aware of the admission and financial aid issues as they relate to minority students. The counseling center should be structured to serve minority students as individuals, which requires recognition of particular cultures, educational backgrounds, and unique characteristics (Ross, 1991).

Faculty members should be willing to go to high schools, seek out prospective minority students, and, most importantly, network with colleagues in the public schools and community colleges to identify and recruit minority students. The faculty are responsible for linking the program to their academic disciplines, for providing a personal academic commitment, and for providing an example of benefits or opportunities accrued from academic experiences (Mentoring to Increase Minority Participation, 1990).

For most institutions, the essential component for change is a long-range multiculturization plan that encourages all departments and professors to reexamine their disciplines and teaching (Ross, 1991).

According to Vasquez and Wainstein (1990), professors/instructors who teach minority students should base instruction on student values, match teaching and learning styles, maintain high expectations, accept students' nonparticipation, act as problem solvers and motivators, encourage achievement through cooperation, practice oral instead of written traditions, and learn by doing. The faculty need to offer a higher level of individual academic encouragement, guidance, and support by promoting office visits, facilitating and assisting group study sessions, participating in workshops or laboratories, involving students in their research, participating in summer study and research programs, and working with student organizations to design peer mentoring and group support networks (Mentoring to Increase Minority Participation, 1990).

THE MODEL

A Program Implementation Committee, composed of representatives of the student body, faculty, staff, administration, and leaders of ethnic community-based organizations in the area, is formed to administer and staff the program's division. This committee reports to the university curriculum leader. The divisions of the program are recruitment, admissions, and retention. While each division operates independently, cooperation among divisions, especially recruitment and admissions, with exchange of information the primary focus, is essential.

The recruitment division is responsible for developing and implementing both outreach programs and on-campus programs. Student and faculty representation in these areas is required.

Outreach programs should include student, faculty, and alumni visits to local high schools; networking by faculty with their colleagues in the high schools to identify minority recruits; summer programs, including Culture Camp and learning and study skills training; and transfer centers at local community colleges. On-campus recruitment programs will include weekend stays for minority recruits (high school and transfer) and workshops for area high school students interested in higher education.

The admissions division is responsible for financial aid programs designed to enable minority students to attend the university by designating more funds for grants and college work study, and scholarships specifically for minority students. The standards committee, which requires a faculty member's presence, will develop and implement admissions policies that will increase the number of minority students admitted by considering nontraditional methods of determining possible minority students' success. A liaison between the recruitment and admissions divisions is necessary to ensure the consistency of the overall program.

The retention division will oversee the student mentor and tutor programs, the faculty adviser program, and the program for student support services. The student mentor and tutor programs will provide individual and group tutors as needed and an individual student mentor for each minority student. Faculty members should be assigned a roster of minority students for whom they will be responsible in the following areas: assisting students in early academic self-assessment, helping students use the minority student support services, serving as role models, assisting students with faculty interaction, and completing a monthly form tracking individual student participation.

The purpose of the minority student support system is to deal with the social alienation that is a problem for many of these students (Ross, 1991). The support system must address major support areas, such as entry support, departmental support, personnel support, financial support, program and technical support, and cultural heritage support (Rice and Alford, 1989).

The seven programs under the various divisions each should be headed by a program director who supervises staffing and is responsible for ensuring that the program complies with the policy of the appropriate division. The program directors report to the division heads, who in turn report to the Program Implementation Committee.

IMPLEMENTATION

The president and members of his [or her] staff must be prepared to shift from a passive to an active mode in order to increase minority enrollment and retention (Haro, 1992). The administration should issue a policy statement that sends a message that the university is making a serious effort. The student government and the faculty senate should issue separate statements supporting the administration's policy.

The president should appoint the members of the Program Implementation Committee from faculty, staff, and student representatives. The heads of the three divisions also will be members of the committee. This committee will supervise the various programs through the division heads. Each division will staff and supervise the programs related to that division. Faculty Senate and Council of Deans should staff the Program Implementation Committee.

On some campuses, many of these programs are already in place, but it is necessary to bring all of them under one control to ensure that the goal of increased minority presence on campus will be attained.

RECOMMENDATIONS

The following are recommendations for success:

1. A university-wide policy statement outlining the purpose and goals of the minority recruitment and retention program.
2. Establishment of a Program Implementation Committee.
3. Establishment of programs that reach out to high schools and community colleges, such as transfer projects, with the intention of recruiting minorities.
4. Establishment of on-campus recruiting programs such as a weekend recruiting visit for area high school minority juniors and seniors, a summer tutorial program and Culture Camp for high school minority juniors and seniors.
5. A commitment to increased financial aid in the form of grants and work-study designated for minority students.
6. Establishment of an admission policy based on nontraditional methods instead of the use of high school grades and standardized tests.
7. Establishment of a student tutoring and mentoring program to provide assistance to minority students.
8. Establishment of a faculty adviser program that pairs minority students with faculty.
9. Establishment of a minority student support services program to help minority students deal with the plethora of problems that higher education brings.
10. Establishment of a required multicultural curriculum for all undergraduates, regardless of degree plan. This requirement can be phased in, beginning with the next entering class.

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PIONEER PROFILE

Jorge Haddock

Rensselaer Polytechnic Institute

by Hugo Balta

"I am most alive when I am teaching students. They are so eager, thirsty for growth, learning, and contribution. It is an honor to be a part of that," says Jorge Haddock, Ph.D., summarizing his teaching philosophy and approach to life.

What seems unusual about Haddock is that he is a teacher who acutely realizes he is also a student. And it is the student in the professor who motivates his own charges to higher ground.

He is able to see from the students' vantage point in the classroom, where teachers seem as tall as giants—as an adult appears to a child—because of their professional reputation and position of authority. To break through this skewed perspective, he says, "it is important to increase direct contact between professors and students in order to revitalize learning."

Haddock, an associate professor of industrial engineering and operations research at Rensselaer Polytechnic Institute, is also a consultant to several companies and the author of numerous technical publications. Born in Caguas, Puerto Rico, one of the island's largest cities, Haddock's passion for education and engineering began in his childhood.

But from the start, there were obstacles to overcome. He grew up in a single-parent home, albeit one headed by a strong mother, who was a teacher herself and a guiding influence. "My mother was ambitious and powerful. Her determination set an example," he recalls.

TITLE:
Associate Professor

INSTITUTION:
Rensselaer Polytechnic Institute

PROUDEST MOMENT:
"Receiving the 1990 'Outstanding Young Industrial Engineer Award.' "

A QUOTABLE QUOTE:
"Having the honor of being part of my students' lives is everything. I don't need anything else."

HIS GREATEST LEGACY:
"Getting younger students interested in the field of engineering and research."

EDUCATIONAL BACKGROUND:
B.A.: University of Puerto Rico
M.S.: Rensselaer Polytechnic Institute
Ph.D.: Purdue University

He remembers thinking while still in grade school, "I want to be an engineer." The creativity of problem solving interested the young student, but it was in the ninth grade that he realized he wanted to teach. The marriage between engineering and teaching paved his way on the road to higher education.

After graduating from the University of Puerto Rico, Haddock decided to head for the United States, and he earned his master's degree from Rensselaer in Troy, N.Y.

In 1981, he received a doctorate from Purdue, where he fell in love with research. Says Haddock, "I was curious about the possibilities of discovering what had not been explored yet."

But his dreams encountered roadblocks when it came to looking for work. He says, "I was a foreigner. Although Puerto Rico is part of the U.S., culturally it isn't." Haddock believes that he wasn't discriminated against. Instead, he blames himself. "I was ignorant; I just didn't know how the system worked. I sent hundreds of applications, but I received only one offer."

In 1986, he returned to Rensselaer as an associate professor of decision sciences and engineering systems. It is there that the student-turned-teacher began to contribute.

"I want to improve the quality of life of students. Knowledge is important, but

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"My mother was ambitious and powerful. Her determination set an example."

— Jorge Haddock, associate professor, Rensselaer Polytechnic Institute

more important is the student's ability and belief in that ability," he says.

Haddock seems to have succeeded in his mission. Rensselaer student Prashant Desai, 23, a senior, says about Haddock, "He's one of us. He challenges us and pushes us to challenge him. He preaches leadership and teamwork; his energy is inspirational."

In his paper, "Profile of a Nurturing College Professor," Haddock remembers that although he wanted his life to be in teaching, his own teachers didn't make the grade with him. "When I look at students, I see myself. I remember the abuse that some teachers subjected me to. I convinced myself that abuse was discipline and that discipline was good for me. Now, I know that not to be true, and I can be compassionate with my students," he says.

Although compassionate, he also pushes. Haddock asks of both students and teachers, 'Tell me what have you done?' Trying means nothing. What have you accomplished?"

While Haddock clearly loves teaching, his passion for research and engineering and its role in daily life continues to move him. "Engineers are everywhere, but seldom noticed. You see the firefighter and the police officer but not the engineer," he says. "We [faculty] have to encourage students early on to become engineers; that is what we should focus on instead of bickering with each other."

For his work as an engineer, he has been showered with acknowledgements by his peers. In 1990, he received the prestigious "Outstanding Young Industrial Engineer Award" from the Institute of Industrial Engineers (IIE). Most recently, Haddock was the recipient of the 1994 "Excellence Award for Minority Advancement," also given by IIE.

He is also a champion of diversity in the academy. As a member of the President's Steering Committee on Multicultural Affairs, he was instrumental in drafting Rensselaer's "Blueprint for Diversity," released in 1991. And he was recognized for his contribution to the advancement of minority students in engineering with the "Martin Luther King, Jr." award.

"Diversity is urgently needed to change damaging stereotypes," he asserts. "We [faculty] must entice students. Minorities and nonminorities need the opportunity to have their say. Faculty must be available to nurture and support students."

By acting as a mentor, he has generously shared his time and talent with his students. "Professor Haddock is always available," says Prashant. "He eats with the students, he's active with all of us, and he even gave me his home number if I needed extra help."

While recognized for developing innovative programs and projects for the advancement of all students, Haddock's greatest innovation might just be himself. His open-forum style of teaching encourages both students and teachers.

As Prashant puts it, "Professor Haddock goes above and beyond the role of a teacher—he's a friend." **HO**

MEETING THE NEEDS OF INTERNATIONAL STUDENTS

by Beatriz Jensen

Beatriz Jensen is a counselor in the academic support division at Tallahassee Community College in Tallahassee, Fla.

This fall, thousands of students are entering American colleges and universities, and among them are students entering the U.S. for the very first time. Having been part of this special population, I would like to share, 23 years later, the mixture of emotions and thoughts that fill the minds of these students as they embark on this educational journey to the "land of opportunity."

First of all, we need to keep in mind that for many of these students, stress starts at home with events relating to obtaining the necessary papers and a visa to enter the United States. I have vivid memories of the U.S. Embassy in Lima, in my native Peru, resembling a church, a funeral, and a party—all at the same time: students, and people in general, praying for the issue of the required visa; others crying because they were not issued one (on their third visit, no less); and a few lucky ones sporting big smiles as if they had just won the lottery. Feelings of excitement and anticipation follow as they prepare to make their trips. Upon the students' arrival in this country, uncertainty and apprehension arise. The challenge for these students is not only to master the new language but also to adapt to a new culture.

As educators, we must recognize the special needs these students have in order to help them go through their initial adjustments to our schools. If the initial contacts these students have at an institution are positive, the stage is set for a positive first semester. The following 10 basic suggestions will help us make these students feel welcomed, respected, and supported:

1. Remove your own cultural lenses and do not assume anything. Unless you understand the student's own culture, you cannot pass judgment.

2. Acknowledge their differences. Remember that when we look at the world through the eyes of others, we learn more about our own.

3. Make an effort to learn and pronounce their names. Remember: they're trying to do the same with yours.

4. Be very patient in your conversations, discussions, or meetings with them. The language of higher education is overwhelmingly new to them.

5. Speak clearly and slowly. Initially, the majority of these students have to translate what you're saying into their own language before they can understand it.

6. Don't underestimate their intelligence. In most instances, these students have graduated from much more rigorous high schools than have some of their American counterparts.

7. Encourage opportunities for these students to associate with other students. Remember: a powerful human need for any person is to feel like he/she belongs to a group.

8. Provide praise and encouragement.

9. Provide a positive atmosphere. As we know, a student is more likely to take risks in a supportive environment.

10. Smile. It's amazing the effect this can have on students facing a new environment.

I will never forget the day during my last semester when the president of Tallahassee Community College, the late Dr. Fred Turner, came into my classroom with his ever-present smile and stopped to talk to me. At that point in my college career, confusion, uncertainty, and doubt about my educational future filled my mind. His kind and reassuring words helped me immensely in focusing my goals on Florida State University, where I later received both of my degrees. The few minutes he took with me made an amazing difference.

Now back at TCC, I am the one blessed with the chance to interact with students from all over the world. It is true: I might not know when I might have the chance to touch their lives in a positive way, but the more prepared I am to help these students in this increasingly multicultural society, the greater my reward will be. **HO**

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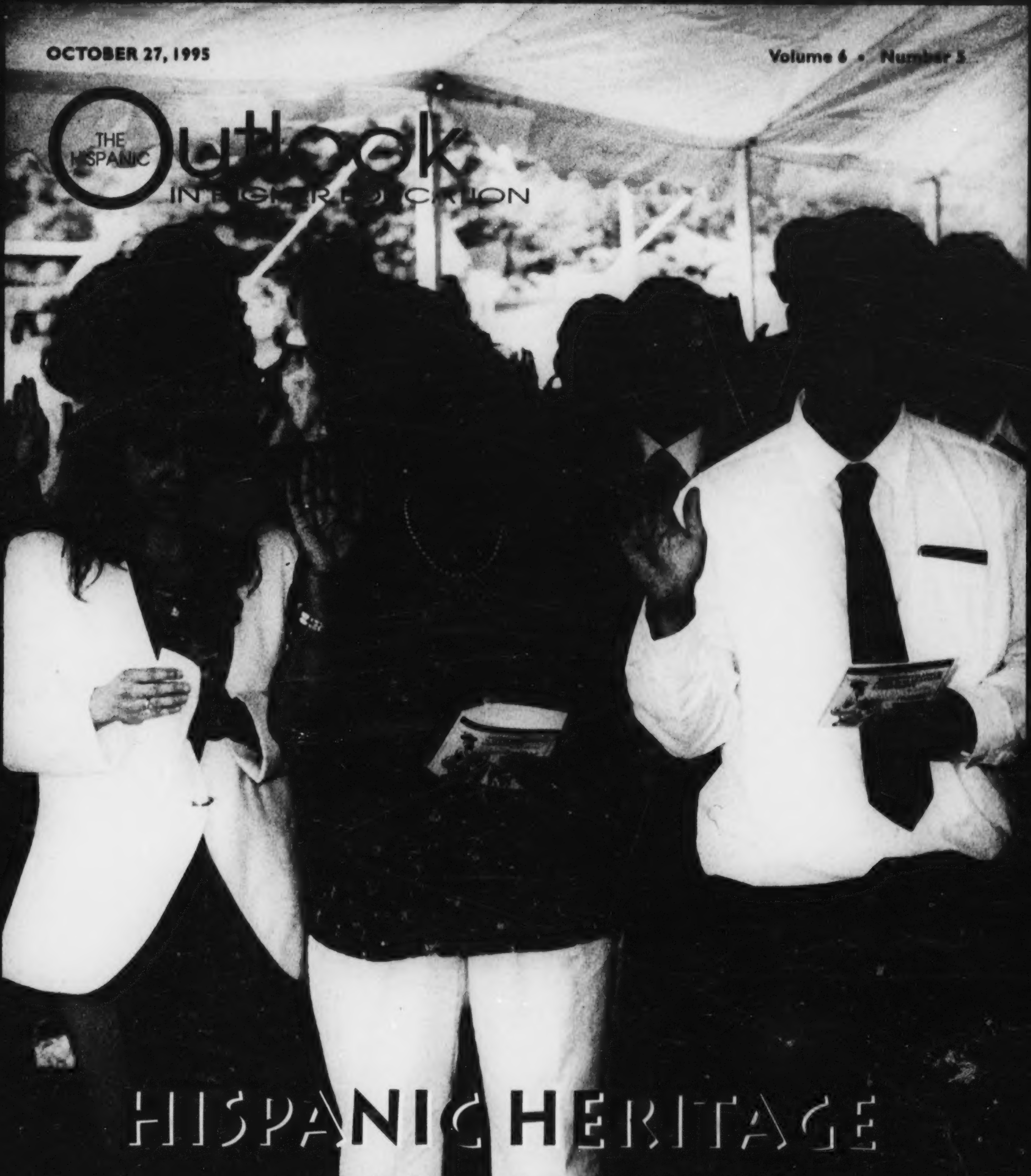

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(Cover) As immigrants come under attack, many Hispanics like the ones pictured at this naturalization ceremony are choosing to become citizens.

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States Might Lose with Block Grants

by Ines Pinto Alicea

Republicans in Congress favor using block grants—lump sums of federal funds given to states with little federal oversight—to return control of social programs, including education, back to the states.

But the grants are controversial in Washington and across the country.

About 100 programs, ranging from job training and welfare to education and food and nutrition programs totaling $75 billion of $200 billion in federal grants to state and local governments, might be converted into block grants under the GOP proposals.

Republicans say that block grants free states from the burdens of federal regulations and promote flexibility and innovation. They argue that state legislators are more in touch with local needs and are able to distribute funds more efficiently than is the federal government.

"The federal government has become so unwieldy," says Jeff Dobrozsi, spokesman for Rep. John Boehner, formerly a member of the House Economic and Educational Opportunities Committee and the current Republican Conference chairman. "We're returning the power to the local communities that can better decide what's best for their students rather than following the one-size-fits-all philosophy."

Opponents of the block-grant approach say that the federal government was given oversight of existing programs, particularly in education, to assure that students nationwide receive similar opportunities. If those programs are rolled into block grants, those assurances no longer exist, they argue.

"The purpose of the federal government's role in education is consistency and equity in the treatment of children," asserts Margaret Hoyos, a government relations specialist for the Washington-based National Education Association (NEA). "Some states do a good job of taking care of their children, and others don't. Those that do will do a good job with block grants. Those that don't, won't."

Opponents of block grants also express concern over the lack of accountability and the possible use of the funds for purposes other than those that were intended. Generally with block grants, governors and state legislators are able to use the funds at their discretion.

But Dobrozsi insists that parameters will be set for states to follow in spending these grants, thereby providing safeguards. He adds, however, that there is "not going to be micromanagement."

Linda Morra, director of education and employment for the U.S. General Accounting Office (GAO), says that a recent study of block grants found that in states with no "administrative mechanism, there were a lot of problems."

The February 1995 study entitled "Block Grants: Characteristics, Experiences, and Lessons Learned," which included a GAO review of nine federal programs, showed that states were able to use block grants and build on their programs successfully, Morra says.

However, some of the programs eventually were again put under strict federal requirements due to lack of accountability, she says.

Supporters of block grants say that by giving the money directly to the states, some savings in administrative costs at the federal and local levels can be achieved and that these savings can be used by the states. But the study showed that while the states were able to make better use of employees, they were unable to document actual administrative savings. Moreover, the conversion into block grants resulted in a 12 percent funding reduction.

The study also showed that if the funds were distributed inequitably under existing federal programs, they were also distributed inequitably when the programs became block grants because the same formula was used. Funding was not changed based on the population in need, the difference in costs in each state, and each state's ability to pay.

If Republicans in Congress are successful in converting many federal programs into block grants, a fight among lawmakers is certain to erupt over the distribution of funds.

Morra says one unanswered question in the debate about block grants is what will happen if a state is faced with financial constraints. "States could cut programs that could leave people vulnerable," she adds. "The federal government tends to have deeper pockets."

While the GAO study gives some insight into the impact of block grants, its results are limited. The study involved nine programs totaling $6.5 billion of the $95 billion in federal outlays to states and localities in 1981. Hoyos estimated that some $4.3 billion in federal education and job training funds could become block grants. Additional proposals to convert approximately 100 programs totaling $75 billion to state and local governments are also under consideration.

Says Morra, "New block grant proposals include programs that are much more expansive than block grants created in 1981 and could present a greater challenge for the states to both implement and finance." **HO**

TRIBUTE TO THE LATINO IMMIGRANT

by Rosa Calderon

Work, Work, and more Work—
It seems it will never end, but it must.
Or, why have I come, if I am only to be
a servant or a mule?
I, and many like me, clean your homes,
tend to you children, fix what's broken,
and build your dreams.
If we are lucky, we build our dreams, eventually.

Latino, Hispanic, Rican, Chicano, illegal alien, legal alien or both.
Call us any or all—what do we care?
Our name is not important, but our families are.

It is not necessary to be nice to us, even if we are nice to you.
We don't mind reminding you some of us are not illegal.
Many of us were here before you.

I want to dream of work days that end in nine hours
instead of twelve. Work days that begin with coffee,
not at a street corner where I and other Latinos are
selected like cattle to work.

I am no steer hurled from place to place for work.
I am a person with passion.
A passion for life.
Even this hard life.

I know people want to put an end to me and the many
immigrants like me coming from Latin America.
But I will not leave.
We will not leave.
Whether you know it or not, I am needed.
We are needed.

We are your quality of life.
The people who make your life better than ours.
Lose us and you lose your lawns cut before dawn,
wonderful food you smell from miles away,
quality child care for your children,
clean homes to come home to,
affordable house repairs that leave you money for furniture,
your friend, neighbor, and peer.

We are the spice that makes your day memorable.
We are Latino Immigrants
quietly helping you mold a better world
for all of us.

Rosa Calderon is dean of intercultural and community advancement at Manhattanville College in Purchase, N.Y.

Latinos Flex Political Muscle

by Michelle Adam

After years of failing to vote or even bothering to become citizens, Hispanics are starting to utilize their economic and political power to protect their rights.

Feeling threatened by the nation's conservative mood and recent anti-immigration, anti-affirmative action, and English-only legislation proposed by Congress, thousands of Hispanics have become naturalized practically overnight.

Presidential candidates might be in for a surprise next fall when they encounter what's predicted to be a 50 percent increase in the Hispanic vote. Juan Jose Gutierrez, director of One Stop Immigration in Los Angeles, projects over 1 million new Hispanic citizens by year's end, almost doubling the number of potential Hispanic voters in 1996.

In Los Angeles alone, up to 2,500 immigrants have applied daily for naturalization, setting unprecedented processing demands on the Immigration and Naturalization Service (INS). The INS has reported a nationwide increase over last year of 66 percent in naturalization applications.

The National Association of Latino Elected and Appointed Officials has assisted more than 11,222 Hispanics in becoming citizens this year, already surpassing its total for last year. Another group, the Hispanic Caucus, hosted a "National Citizenship Day" event and helped 7,000 Hispanics nationwide complete naturalization applications.

Gutierrez says that Hispanics, who made up approximately 4.5 percent of the electorate in 1992, will probably represent about 9 percent in 1996. "The actual impact that the Latino voter might have in the national elections is greater than we have ever had before," he says.

> **"... from now on the Latino voters will be a crucial political factor."**
>
> **—Juan Jose Gutierrez, director, One Stop Immigration**

Beyond mere numbers, political activism among Hispanics has also increased during the past year. Jonathan Higuera, editor of *Hispanic Link Weekly Report*, a Washington, D.C.-based newsletter devoted to Hispanic issues, comments, "There are reasons why Hispanics are becoming more active. They see the handwriting on the wall."

For many Hispanics, the first message came with Proposition 187, an anti-immigration measure overwhelmingly approved by California voters in the November 1994 election.

Although the referendum focused on denying public services to illegal immigrants, other Hispanics reacted feverishly to the proposition's potential for discrimination. Prop. 187 would require doctors and school officials to report "suspected" undocumented immigrants. Hispanics feared the proposition would foster discrimination on the basis of appearance and last name.

Fueling the anti-immigrant initiative are the region's economic troubles, say observers. "The economy has changed. It's not the boom that it was in the '80s," says Georgina Verdugo, regional counsel of the Mexican-American Legal Defense and Education Fund (MALDEF). "You see people using immigrants as a scapegoat."

But Hispanics are not taking these attacks passively. Approximately 70,000 Latinos rallied in Los Angeles against approval of Prop. 187. University of Southern California students conducted a three-day hunger strike, and students at more than a dozen universities throughout the country joined them in protest. Shortly after voters approved the proposition, Hispanic groups filed eight lawsuits, preventing implementation of the law, which is still being fought in court.

Latinos and immigration and civil

rights activists from 11 states formed a coalition and called for a boycott of Disney and Chevron, firms that supported GOP California Gov. Pete Wilson's reelection campaign.

Recognizing that Hispanics make up 30 percent of California's population and number 25 million nationwide, Chevron was concerned. "Economically we have tremendous power," says Rudy Arredondo, Washington, D.C., activist and member of the League of United Latin American Citizens (LULAC).

The fears about Prop. 187 seemed warranted when only days after it was approved, Hispanic citizens and legal immigrants were reportedly denied services and asked to verify their identity.

A fifth-grade teacher requested that students report their immigration status as a homework assignment, and some citizens were asked for green cards to buy groceries or to withdraw money from their bank, says Cecilia Munoz, deputy vice president of the office of research, advocacy, and legislation at the National Council of La Raza in Washington, D.C.

She claims that one woman was even denied hospital services during a miscarriage because she was a Latina. According to Munoz, a security guard in Atherton, Calif., the day after the election, also told two American-born Latinas, "We don't have to let Mexicans in here any more."

Gov. Wilson, a former supporter of affirmative action, of course, has been accused of pandering to the right on these issues to increase his chances at a seat in the Oval Office. "He is using this issue to resurrect his political career," says Munoz.

But California is not the only state—and Wilson not the only politician—riding the anti-immigrant wave. What appeared as a backlash against immigrants in November's California election was just the beginning of a national backlash against immigration.

"What's happening in California is happening across the country," confirms Juan Figueroa, president and general counsel of New York City's Puerto Rican Legal Defense and Education Fund, who says it's a bottom-line issue. He says, "The real problem is that this country in the last 10 years has lost jobs. The right has been successful in translating anger into immigrant bashing."

In reaction to bills denying legal immigrants and citizens educational and medical benefits, about 200 immigrants marched on Capitol Hill this summer, a small but important demonstration. Similarly, earlier last summer, groups like MALDEF also joined in protest against eliminating school nutrition funding.

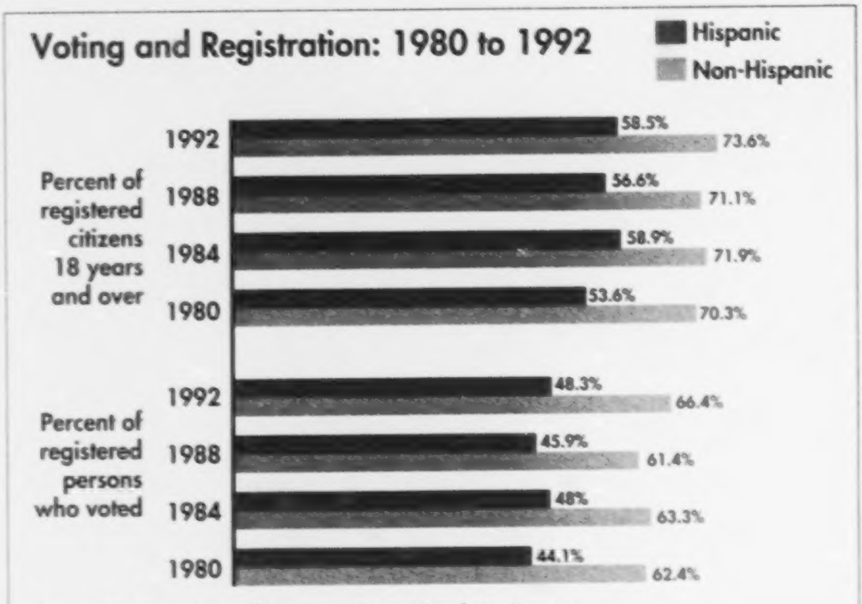
"People are scared of what Congress is contemplating," says Arturo Vargas, executive director of the National Association of Latino Elected and Appointed Officials (NALEO). Although most Hispanics would be impacted dramatically by these bills, many don't have voting power, he says. "People are angry because they cannot be heard in this debate," says Vargas.

Affirmative action is another hot issue motivating Hispanics to become involved in the political process. Arguing against reverse discrimination and preferential treatment for minorities, the University of California's Board of Regents voted in July to repeal affirmative action in admissions and hiring. Despite opposition from the Rainbow Coalition, a political organization of Hispanics, African-Americans, and Asian Americans, the regents voted 14-10 to stop admitting students, hiring professors, and awarding contracts on the basis of race or sex.

"I think it [affirmative action repeal] will be devastating to the Latino community," says Figueroa. "We are just starting to see the benefits of affirmative action." Figueroa claims that only 4 percent of university contracts go to minorities.

MALDEF and NALEO have taken the lead in lobbying and rallying against affirmative action repeals. In Texas, MALDEF successfully countered legislative attempts to eliminate affirmative action programs. But nationally, affirmative action is just beginning to be addressed as congressional bills surface against "preferential hiring" based on race and sex.

"People have to get over the idea that there is preference for unqualified persons," argues Verdugo of MALDEF. "Affirmative action addressed discrimination in access."


Voting and Registration: 1980 to 1992

Source: U.S. Department of Commerce Current Population Reports.

As debate in Congress continues over immigration and affirmative action, another longstanding issue, English only, is making new headlines, picking up steam from the anti-immigration movement.

Several congressional bills and national groups are again lobbying hard to make English the nation's official language. Reflecting this mood, at press time a judge in Texas ordered a Latina to stop speaking only Spanish to her daughter at home, calling it a form of "abuse." The woman's ex-husband had taken her to court seeking unsupervised visits with the 5-year-old. Wrote the judge: "... you're relegating her [the child] to the position of a housemaid."

The anti-Spanish-language forces fighting for English only argue that citizens pick up unnecessary costs for bilingual education, ESL training, multilingual ballots, and other such government services. In California, schools are now mandated to teach in 42 languages, and even citizenship exams are administered in foreign languages, claims U.S. English Inc., a lobbying organization. They believe that these services are provoking further national disharmony.

This issue has surfaced before, but this time Hispanics are taking it more seriously. The Hispanic Caucus developed an "English Plus" bill to counter the "English Only" legislation. The bill states that "English Only" legislation would infringe upon freedom of expression and would be unnecessary since English is already spoken by a majority of the population. It goes on to argue that multilingualism improves U.S. diplomatic efforts, internal relations, and competitiveness in foreign markets.

"Somehow speaking another language is not American," says Figueroa. His association filed complaints with the Equal Employment Opportunity Commission (EEOC) on behalf of two Hispanic women who were fired for speaking Spanish to their coworkers. "We are seeing a trend in companies enacting these policies," he says. "This trend is a direct result of all this hype."

Hispanic groups are also blaming the media for reinforcing stereotypes that depict Hispanics as crime-ridden, illegal immigrants draining the system. In April, more than 130 Hispanic organizations called for a boycott of ABC-TV to protest the network's low and poor representation of Hispanics. ABC was targeted because it had earlier agreed to focus on Hispanic programming and personnel.

> **"Somehow speaking another language is not American."**
>
> **—Juan Figueroa, president and general counsel, Puerto Rican Legal Defense and Education Fund**

"What is missing in the picture is the majority of Latinos in the country who are working men and women like thousands of other immigrants. None of that stuff gets aired," says Figueroa.

Along the same lines, LULAC, after the shock-jock Howard Stern made derogatory remarks about slain *tejano* singer Selena, led a movement to boycott companies advertising on his radio broadcast. The New York City-based talk show host was quoted by *Hispanic Link Weekly* as saying, "This is good music to dance around the flies and maggots that infest our country." Other comments were made referring to Hispanics as living in cardboard boxes.

The newfound activism is also taking place at the local level. For example, in Camden, N.J., this past summer, Hispanics held a protest and press conference demanding greater inclusion in city administration. Although Hispanics make up almost 35 percent of the community, only 17 percent of city employees are Hispanic, and a single Hispanic director works among 20 government agencies, says James Reynolds, a member of Camden's Hispanic Steering Committee. He attributed recent activism to an increase in the Hispanic population and its concern over how federal funds are being spent locally.

In Massachusetts, the Hispanic National Bar Association (HNBA) initiated a campaign on June 21 opposing the state Supreme Court nomination of Charles Fried. The group faults Fried's position on diversity, affirmative action, and rights of the accused. "When we see the lack of representation in the profession, in the courts, it's clear this is no time to nominate an opponent of affirmative action," says Robert Hernandez, HNBA regional president.

While Hernandez, a civil rights lawyer, has witnessed a growing prejudice toward Hispanics among white jurors, he has also seen a growth in political involvement in predominantly Hispanic neighborhoods that in the past have gone underrepresented.

Many would agree that Hispanics have been outside of the system for quite some time. But increases in numbers and threats to their welfare have brought Hispanics to the forefront of national politics.

"In the past we have been an introverted community," says activist Rudy Arredondo. "But we can no longer afford to be an introverted community."

Says Juan Jose Gutierrez of One Stop Immigration in Los Angeles, "No matter what happens out there, there is no doubt in my mind that from now on the Latino voters will be a crucial political factor." **HO**

Columbus Day Furor Quiets Down

by Rosie Carbo

For Hispanic Heritage Month three years ago, in preparation for the 500th anniversary of the "discovery" of the New World, people across the country geared up to commemorate Columbus Day in a big way.

With characteristic national media fanfare, Columbus committees were formed and events were planned from New York City to Miami. Because Spain, of course, commissioned Columbus's voyage, prominent Hispanic Americans were involved in many of these efforts.

But almost as soon as the news of Columbus Day festivities surfaced, some who viewed Columbus as nothing more than a symbol of European colonialism began to protest. On some college campuses student organizations—particularly Native American, Latino, and African-American—demonstrated and expressed their anger.

"To Native Americans, Columbus Day was interpreted as, 'We were there to greet Columbus, and look at what happened to us,' " says Joseph P. Sanchez, Ph.D., director of the University of New Mexico Spanish Colonial Research Center and a historian with the National Park Service. "In fact, in 1992, the observance was being called a 'commemoration' of Columbus' voyage, not a 'celebration'; that word was quickly squashed."

Now, three years later, a survey of more than a dozen universities around the country revealed that Columbus Day—officially Oct. 12 but observed this year on Monday, Oct. 9—will likely pass uneventfully as yet another day for a few minor parades and speeches. In fact, on most campuses, the day isn't even a day off.

"I've worked here 20 something years, and I've never heard of its being observed," says Karen Bryan, from the office of student affairs at the University of Illinois. "So it's not an official holiday. We don't get the day off, nor is it a campus holiday."

> **"... it comes and goes without any fanfare."**
>
> **—Sandra Lauderdale Graham, Ph.D., professor, University of Texas at Austin**

University officials interviewed in states with large Hispanic populations, such as Texas and California, could not recall any campus Columbus Day observances.

"Columbus Day has never been observed either officially or unofficially on the university calendar. And as far as the students are concerned, it comes and goes without any fanfare," says Sandra Lauderdale Graham, Ph.D., a history professor who teaches a course titled "Inventing the New World" at the University of Texas in Austin.

Administrators at the University of California in Los Angeles and the University of Texas at San Antonio also say that there are no Columbus Day observances planned this year.

The fact that many college campuses will be open for business as usual and that few commemorations are planned doesn't surprise Sanchez. "It's not a major holiday because of the steady breakdown of colonialism that's been taking place since World War I and World War II. This continued into the 20th century so that the last remnants of colonialism came with the breakup of the Soviet Union," he says.

He maintains that up until the 1960s Americans still thought of their heroes as colonial types. But with the advent of the civil rights movement, the archetype for heroes has changed, he asserts.

"From the 1960s on, our heroes were not colonial anymore. And people like Martin Luther King, Jr., and Geronimo began to be looked upon as heroes," Sanchez says.

One area where Columbus Day does not go unnoticed is on the East Coast, with its large Italian-American population, where the Genovese explorer's journey is celebrated with major parades in some cities and on some campuses. At New York University in Greenwich

" ... it should be a day for us to extol the virtues and culture of Native Americans."

—Joseph P. Sanchez, Ph.D., director, University of New Mexico Spanish Colonial Research Center

Village, Fordham University in the Bronx, and the City University of New York, for instance, Columbus Day is decidedly one of the most important observances of the calendar year.

"We have a Columbus Day parade in which we participate each year through Il Circulo Italiano. Parades take place all over New York, in the Bronx at Morris Park and on Arthur Avenue in Little Italy, too," says Michelle Lignore, administrative assistant for student activities.

A rivalry has developed between Hispanic organizations on campus and local Italian groups, she adds, each with their own claim to the holiday. "We have eight to 10 Hispanic groups on campus who celebrate either Columbus Day or their Hispanic heritage each year. There's sort of a rivalry because they say they observe it because Queen Isabella was Spanish. But Italians celebrate because Columbus was Italian, so Columbus Day is a big deal here," says Lignore, who is herself of Italian ancestry.

Meanwhile, at the other end of the country, at Loyola Marymount University in Los Angeles, things couldn't be more different. A spokesman for a Hispanic student organization says that he has never heard of any specific Columbus Day observances.

"I've been here for four years, and I've never heard of any observances. But we do celebrate our Hispanic heritage each year from Sept. 15 through Oct.15 with an event called El Mes de la Raza Cosmica, meaning 'the Month of the Cosmic Race,' " says Oracio Galindo, co-chair of Movimiento Estudiantil Chicano y Chicana de Aztlan (MEChA).

"Our goal is to make people aware of our Latin heritage. We don't focus on Columbus Day. But on El Dia de la Raza, we have a Mass. That's how we usually end the celebration," says Galindo.

On some Spanish-language calendars, El Dia de la Raza, which literally means the Day of the Race, is sometimes also called El Dia de la Hispanidad and observed in countries whose primary language is Spanish.

At Miami-Dade Community College school officials say that while Columbus Day has never been specifically observed, a former celebration—it began in 1984 and ended in 1990—combined Columbus, La Raza, and Hispanidad Day.

"Up until 1990, what we did celebrate was Hispanic Heritage month in October. Columbus Day was a part of that celebration. We called it the event Paella, and the last time we had it, in 1990, it drew 15,000 people," says Kathie Sigler, Ph.D., academic dean of instruction at M-DCC.

Ironically, Sigler, who is not Latina, initiated the celebration after a visit to Valencia, Spain. Paella is the seafood and rice dish that originated in Spain's third largest city and is now hailed as that country's national dish.

"Because of the diverse Hispanic population here, we didn't want to observe just Columbus Day. After I had paella at the Galbis Restaurant, which is in the *Guiness Book of World Records* for making the largest paella ever, I thought it would be a great event to bring to Miami for Hispanic Heritage month," Sigler says.

Despite its huge success, Paella ended in 1990. But Sigler says people miss it and want her to take the lead in reviving the event. "It got to be as big as Calle Ocho, an annual local street festival, but people began complaining that large crowds meant a lot of pushing and pulling. The last three years we had it, we made it a fund-raiser. We raised $250,000 for each time for scholarships. We're going to try to start it again in 1996. But we'll probably make it a black-tie affair," says Sigler.

Speaking as an historian, Sanchez says that while anti-Columbus sentiment exists, the explorer's contribution to America's history cannot and should not be ignored. "I think this date marks the beginning of European expansion and the exploitation of Native Americans. But I also think it should be a day for us to extol the virtues and culture of Native Americans." HO

Growing Our Own

Latino Business Owners Help Develop the Next Generation of Entrepreneurs

by Joyce Luhrs

In a time when many large companies are downsizing and cutting back on charitable efforts, some smaller Hispanic-owned businesses are stepping in to help future Latino entrepreneurs.

From developing partnership programs with postsecondary institutions to creating internship programs and making financial contributions that help Hispanic students pay for college, Hispanic businesspeople are giving back to the community.

Major corporations—including Ben and Jerry's, Liz Claiborne, the Body Shop, and Patagonia—have found that supporting good causes such as domestic violence, homelessness, AIDS, and the environment sends a humanitarian message to the general public and is good business. A 1992 study found that the general public notices businesses that are involved in community causes, with 83 percent of shoppers switching brands based upon a company's philanthropic efforts.

But for Latino business owners, it's more than good business: it's a way of acknowledging and appreciating one's roots. Take, for example, Elizabeth Lisboa-Farrow, a public relations veteran of 28 years, who developed an internship program for college students 12 years ago.

In conjunction with several area colleges, Lisboa Associates president, Elizabeth Lisboa-Farrow (seated, right), provides budding public relations executives with real-life work experience.

As a self-directed, motivated Hispanic business owner who hails from the tough South Bronx in New York City, Lisboa-Farrow recognizes the importance of developing a Latino-style good ole boys' network. "If we don't do it, who will?" she says. "It's been good for the business and for the students. They are the future leaders of this country."

A full-service communications firm based in Washington, D.C., Lisboa Associates, Inc., offers internships to students from several area colleges, including Howard University, American University, George Washington University, and Hood College. The company also has been actively involved in Hood College's career development activities, recruiting graduating seniors, hiring interns, and participating in career day.

Caroline Reynolds, director of the Career Center and Summerworks program at Hood College, in Fredericksburg, Md., says that the relationship with Lisboa Associates began over a decade ago when a recent graduate with a management and political science degree was seeking an internship with a public relations firm. The student received an unpaid internship with Lisboa Associates, was later hired, and eventually became a vice president.

"The internship program with Lisboa Associates has been an excellent experience for the students," says Reynolds.

"They have given the students very substantive work to do. They have provided guidance and professional insights to the students. Interns receive compensation for travel expenses, and summer interns receive a small stipend. It's been one of our very best internship lines out of 700 in existence."

Lisboa-Farrow doesn't believe enough is being done to make Hispanic youngsters aware of the opportunities in business. "I go out of my way to find minority students. We look for kids in high school and in college who have diverse majors in communications, business management, international studies, and others. The earlier we create an awareness of the business world, the better it is overall for the young people."

Flexibility is also built into the program. And student interns are made to feel a part of the company's team, not just like glorified gofers. Says Lisboa-Farrow, "Once the students are here, they are given responsibility, whether it be doing media research, conducting interviews, or talking to television newspeople. As our company's public relations focus is on issues of the environment, minority concerns, health, substance abuse, and mental illness, students have an excellent opportunity to work on different accounts and issues."

Many other Latino businesspeople are likewise helping out. While building an international company, George Pla, owner of Cordoba Corporation, based in California, has spent the last two decades creating opportunities for Hispanic youth in postsecondary institutions.

As one of the founders of the University of Southern California's Mexican American Alumni Foundation (MAAF), Pla, along with other grads, has helped raise over $4 million in scholarship funds and $2 million for the foundation's endowment.

The scholarship assistance package is credited with boosting the school's Hispanic student population from 2 percent to 18 percent.

In 1994-95, MAAF gave out 282 scholarships ranging from $1,000 to $5,500. Awards are computed based upon the financial aid package provided by the university.

"Pla was instrumental in galvanizing the Latino alums at the University of Southern California to contribute financially to help the next generation of Hispanic students attending the university," says Raul Vargas, program director of the university's Mexican-American Program. He points out that most private institutions emphasize reaching out and energizing alumni to support and contribute to their alma mater.

> **"If we don't do it, who will? ... They are the future leaders of this country."**
>
> **— Elizabeth Lisboa-Farrow, president, Lisboa Associates, Inc.**

"We wanted Latino alums who had graduated from the University of Southern California to get involved in the university and provide scholarship assistance. This was the origination of the Mexican-American Alumni Association," says Vargas. He adds, "When the organization started, George Pla was a second-year master's student in public administration. Although Pla was still a student and not quite an alum when he heard about the idea, he joined the MAAF, and he has been involved with us since the beginning. He recently completed a two-year term as the president of the organization."

The impetus for Pla's philanthropic involvement comes from his own experiences. "When we were in school, we had no role models, no mentors. As we looked around and asked why there were not more Hispanic students there at the University of Southern California, we found they could not afford it," he says.

Pla does more than just raise funds. His firm, an urban planning and development firm, also has developed a nationally recognized decade-old internship program in conjunction with several Ivy League institutions and liberal arts colleges. Initially, students complete a summer internship and are later welcome to return after the school year ends.

In addition to the internships, the firm has made a strong commitment to mentor the next generation of Hispanic business owners and professionals.

The mentoring program, which involves up to 50 students, matches the young people with alumni, who provide advice about progressing through the postsecondary educational process, developing a career, and selecting college courses.

Vargas believes more work needs to be done and more business owners need to get involved to expand the mentoring program and accommodate more students, set up recruitment measures that identify qualified Hispanic students, and develop retention programs for the students once they are admitted to the university.

Vargas stresses the importance of exposing Hispanic students to the business world while they earn an income during the summer. "They receive first-hand exposure to the world of work," he says. "Hopefully, in their surroundings are other college graduates who can give them some additional guidance about their education and career direction."

Pla speaks with great pride about his program's results. "We've seen these young men and women graduate and go on with their careers, which is obviously very rewarding. All that our young people need is a support system that helps them to make it through the system." **HO**

Learning to Appreciate DIVERSE CULTURES

by Jennifer Kossak

While growing up in the United States, most children learn that America is a melting pot—a place where immigrants become assimilated into a single, mainstream culture.

For years, though, others have rejected this model including educators from Pennsylvania State University who have been working to transform America's image into one that enjoys cultural differences through a program developed by Thomas D. Yawkey, Ph.D., of the College of Education.

The project, known as P.I.A.G.E.T. (Promoting Intellectual Adaptation Given Experiential Transforming), focuses on educating culturally and linguistically diverse children in the same classroom from the pre-kindergarten years through age 8.

The program's name is officially an acronym, but it also recognizes Swiss psychologist Jean Piaget, who believed in the concept that students learn through active experiences.

At any one time, students in a P.I.A.G.E.T. class might be speaking Spanish, Russian, Polish, Japanese, or English. In fact, this federally funded program can be adapted for use with any language minority.

As they learn the basics, such as colors, shapes, reading, and math, the P.I.A.G.E.T. students also learn about each other in an atmosphere where differences are appreciated rather than minimized or discouraged. While functioning in this multicultural environment, children of immigrants have the chance to identify with American culture without having their own cultures stripped away or ignored.

At the same time, American children can experience pride in their heritage without developing ethnocentrism. For Hispanic children, who are often torn between the white mainstream and their immigrant culture, this program helps to promote cultural pride.

> "It's a heterogeneous society where you don't forget your former value."
>
> —Thomas D. Yawkey, Ph.D., creator, P.I.A.G.E.T. Program

Over 40 sites throughout the country have adopted the system, which began in Pennsylvania's Bethlehem Area School District, and P.I.A.G.E.T. has been recognized as an Academic Excellence Program by the Department of Education.

"The teacher uses culture and language as part of the curriculum," Yawkey says. While students are young, Yawkey believes, they are less inhibited and more willing to accept friends who are not exactly like them culturally. In general, experts say it is easier for a young child to pick up a second language than it would be for most adults.

If America's melting pot image is no longer desirable, Yawkey will gladly supplant it with the "salad bowl" model in which many varied ingredients combine to produce a richer (and more healthful) meal. "A richness emerges. It's a heterogeneous society where you don't forget your former value," he emphasizes. "This reinforces the concept of culture."

An unusual part of the program involves multilingual teachers' aides paying home visits. Amy McGarvey, the program's disseminator, explains that P.I.A.G.E.T. employs multilingual teachers' aides who work within the classroom and then travel to the students' homes, where they discuss the ways parents can work with their children to reinforce classroom themes.

In addition to being responsible for the Fountain Hill and Marvine P.I.A.G.E.T. sites, McGarvey also presents the program at conferences and trains others to institute and execute the multicultural learning atmosphere.

"We work with the child so the child gets an optimal education," she adds, stressing the importance of the bridge between the classroom and the home.

The goal for English-dominant children is to learn appreciation for other cultures and languages.

"Parents are a major influence. Some parents want to work with their children but don't know how."

McGarvey also acknowledges that parents who might be illiterate in their own language gain learning experience as they work alongside their children. Such positive scenarios can also encourage these parents to further their own education.

According to Iris Sanchez-Cintron, who codirects the program with Yawkey, one of the strongest components of the program is the parental involvement. "The at-home link has kept P.I.A.G.E.T. parents involved," she says, adding that a recently completed longitudinal study has revealed that parents were instrumental in the success of the students who began the P.I.A.G.E.T. program in kindergarten and are currently in the sixth or seventh grade. "The kids are doing well academically," she adds.

McGarvey notes, for example, that children learning about the color red might have an active learning experience through painting with red paint, using a red crayon, or identifying red objects in their surroundings. She adds that the program views children as critical thinkers rather than as empty vessels that need to be filled with information.

When it comes to learning the languages within the classroom setting, children might read the same story in two languages, for example, and then make related models or drawings. The key is that the learning takes place in a relevant context.

Children from varied cultures also have the opportunity to share the observances of many different holidays—and learn respect for each other in the process.

McGarvey says the program's 22 strategies include diagnosing each child's interests and needs; creating a stimulating, encouraging environment where students can learn by trial and error without fear of failure; and language substitution.

Language substitution, she explains, might involve the teacher's beginning with the statement, "I am writing." Students would be invited to substitute another activity, such as "I am running." As they learn the pattern, children pick up the basics of sentence structure in the other language.

Asked if P.I.A.G.E.T.'s English-dominant students develop a knack for learning foreign languages, McGarvey responds, "The goal for the English-speaking students is not to teach them a foreign language, but they will pick up words."

More importantly, she adds, "They learn to appreciate other cultures." Diversity, she says, is regarded as a resource rather than as an obstacle.

Today, it's viewed as a model program, but at first there were objections. In 1981, the Bethlehem Area Board of Education opted not to accept the federal grant to initiate P.I.A.G.E.T. in the district. "The parents filed a class-action suit against the school district, and the money came in," says Sanchez-Cintron.

A decision by U.S. District Judge Edward N. Cahn and a subsequent 5-3 vote by a reorganized school board ultimately led to the establishment of the first P.I.A.G.E.T. site in Bethlehem.

"The kids in the program are doing phenomenally well," Yawkey says. "They're happy kids," he adds, explaining that P.I.A.G.E.T. students tend to exhibit good individual and social adjustment and intellectual learning, particularly in the areas of literacy and mathematics. The educator adds that a child builds a strong self-concept with the knowledge that he or she is an excellent reader or mathematician.

That self-concept is further enhanced by the validation, rather than the neglect or submersion, of a child's culture.

While the P.I.A.G.E.T. model has not been tested beyond the third-grade level, Yawkey comments that a continuous model is being mulled that would extend the program through the sixth grade.

At the other end of the spectrum, McGarvey reports that day care centers might also adopt the P.I.A.G.E.T. program. "I have two prospects in Florida," she says.

P.I.A.G.E.T.'s growth appears to be keeping pace with the current interest in global thinking. Perhaps with a national resource of young, receptive minds, America's xenophobia will begin to fade. **HO**

A UNIVERSITY OF THE FUTURE

by Modesto A. Maidique

Modesto A. Maidique is the president of Florida International University.

Hispanic Heritage Month is an annual celebration of Hispanic culture and achievement, time to enjoy the successes. At Florida International University, we can congratulate ourselves on being the No. 1 school in the country for graduating Hispanic students. FIU is one of the most dynamic and fastest growing universities in the United States.

Although FIU only began offering classes in 1972, it now serves more Hispanic students than does any other university in the country. In less than 25 years, FIU has achieved many benchmarks of excellence that we can relish. And as a Hispanic, of Cuban descent, I am especially proud to have helped shape the university's future during the past nine years as president.

Today, the university's enrollment has grown to more than 27,500 students hailing from all 50 states and over 120 nations. Nearly half of our students are Hispanic, and the university community includes 1,400 faculty and more than 65,000 alumni. Although FIU is one of the youngest educational institutions in the state, it is the largest university in South Florida and continues to expand each year in both size and stature.

Recently, *U.S. News & World Reports* magazine elevated FIU into the national universities category in its annual survey of "America's Best Colleges." For six consecutive years prior to that, FIU had been recognized by the magazine as one of the nation's finest regional comprehensive universities. In addition, for the past two years FIU has been named one of the Top 10 public commuter universities by *Money* magazine.

FIU, which is comprised of two major campuses in Dade County and two academic centers in nearby Broward County, takes full advantage of the area's cultural richness, including a diverse Hispanic community, and the region's thriving commerce to provide students with special opportunities for teaching, research, and public service. With our two campuses located just 20 minutes from downtown Miami, FIU offers students the choice of attending school in a major urban environment with all the cultural and social advantages of such a vibrant locale. Last year, for example, Miami served as the host of the Summit of the Americas hemispheric conference.

Among the critical factors that shape the quality of a university, none is more important than the quality of the faculty. Of the 1,400 faculty members at FIU, 89 percent hold doctoral or terminal degrees in their field. FIU faculty continue to receive national recognition for their contributions to science, education, and the arts. And as an institution with a large Hispanic population, FIU is proud to employ one of the largest concentrations of Hispanic faculty at any U.S. university.

The academic achievements of the faculty are exceeded only by their dedication and accessibility to students. There is no distinction between graduate and undergraduate faculty; undergraduates are taught by professors who are leading authorities in their fields.

FIU has developed an outstanding reputation for its teaching. Through its advanced core curriculum and honors program, the university encourages and stimulates a spirit of inquiry in its students. The Academy for the Art of Teaching was established at FIU in 1989 to further enhance the quality of teaching and the scope of student learning.

As a public institution, FIU has the advantages of statewide resources and affiliations. The university's relatively low tuition cost gives both in-state and out-of-state students an opportunity to receive a great education while avoiding excessive financial burdens, which can be an obstacle to higher education particularly for Hispanic students. The university's rare combination of quality and affordability truly make it a "best buy" in college education and make it a leader in graduating Hispanic students. **HO**

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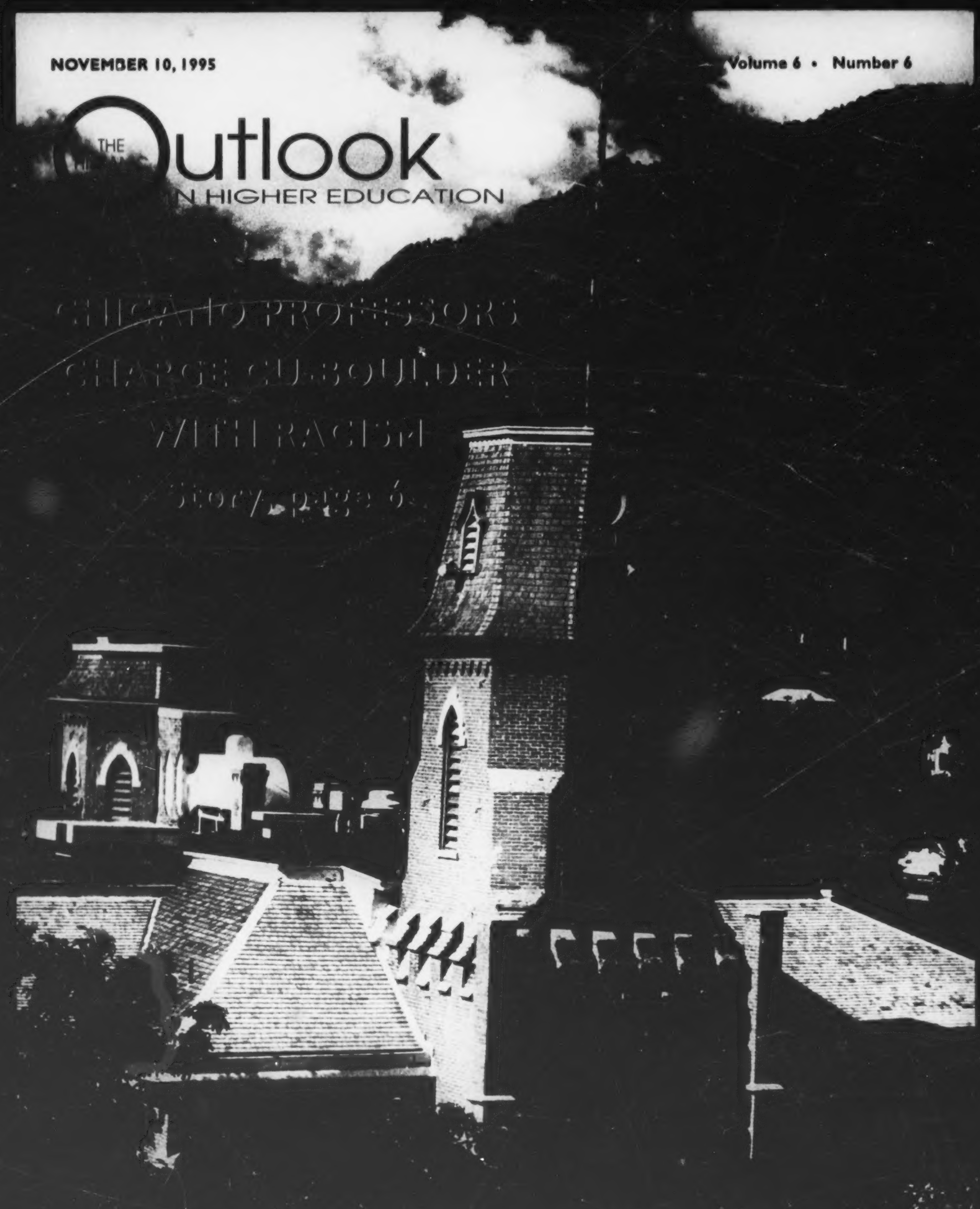

CHICANO PROFESSORS CHARGE CU-BOULDER WITH RACISM

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English-Only Movement Gains Momentum

by Ines Pinto Alicea

As some Republican presidential candidates and members of Congress renew calls to make English the nation's official language, Latino leaders are denouncing the measure, saying it will further splinter U.S. society.

"English-only measures are divisive and incite discrimination against those Americans whose first language is not English," says Rep. Ed Pastor (D-Ariz.).

"One of the values that unites our country is the freedom of speech to say what we want and in a language we want," agrees Irma Rodriguez, director of the language-rights program for the Mexican American Legal Defense and Educational Fund (MALDEF). "The movement to make English the official language reflects the mood of intolerance toward people who don't speak English or who are bilingual."

Already, several English-only measures have been introduced in Congress. Most of the measures would require that all government business be conducted in English and that all public documents be in English only. The exceptions would be some judicial proceedings, and public health and safety services.

Opponents predict that once English-only legislation passes in Congress, it will be just a matter of time before bilingual ballots and federal funding for bilingual education are called into question.

However, so far bills that have been introduced to ban bilingual education and bilingual ballots have gotten little support. But, says Rodriguez, "their ultimate goal is to cut federal funding to bilingual education."

Bilingual education programs have long been a source of controversy. On the one hand are those who see it as a way for immigrant children to make the transition to English while preserving their native tongue, and on the other side are detractors who say that immigrants should be immersed in English-only classes immediately and that any native-language instruction should take place outside of the schools.

Republican presidential candidate Sen. Robert Dole of Kansas said in a recent speech that "schools should provide the language classes our immigrants and their families need, as long as their purpose is the teaching of English. But we must stop the practice of multilingual education as a means of instilling ethnic pride or as a therapy for low self-esteem or of elitist guilt over a culture built on the traditions of the West."

Pastor vehemently disagrees, saying, "it is in the national interest to promote bilingualism as it is a common practice in the rest of the world."

A bill introduced by Rep. Bill Emerson (R-Mo.) to make English the nation's official language has gotten the most support with 181 cosponsors. Hearings on English-only legislation were scheduled to begin in the House of Representatives last month. Sen. Richard C. Shelby (R-Ala.) has 18 cosponsors on a companion bill that he is pushing in the Senate.

English-only proponents claim that the United States has gone too far in promoting multiculturalism. They argue that there are too many immigrants who know only their native language and that bilingual education and services such as bilingual ballots and driver's license exams in a variety of languages are leading to what Dole termed "ethnic separatism."

"With all the divisive forces tearing at our country, we need the glue of language to help hold us together," Dole asserts. "If we want to ensure that all our children have the same opportunities in life, alternative-language education should stop, and English should be acknowledged as the official language of the United States."

Another presidential contender, Sen. Richard G. Lugar (R-Ind.), echoes Dole, saying, "Every immigrant needs to master English to be a participating citizen and to have full economic opportunity."

Mindy Hess, spokeswoman for U.S. English, an advocacy group that supports the English-only bills introduced by Emerson and Shelby, says that the legislation would not only foster national unity but would also save the federal government the cost of translating and printing documents in other languages.

"This is pro-immigrant legislation because it encourages them to learn English," says Hess, adding that under this legislation funds earmarked for bilingual education would be used instead for English language instruction.

Hess says the English-only movement has gotten a lot of bad press and has been misconstrued and misunderstood. "Opponents think it's going to affect what language people speak in their homes, but it wouldn't have any impact on private business."

But Rodriguez argues that English-only measures are potentially harmful. She says that if the government eliminates bilingual ballots, for example, immigrants cannot "meaningfully exercise their right to vote."

The English-only movement is not limited to the federal government. Already, 22 states have adopted largely symbolic measures making English the exclusive language for public documents and public proceedings. Ironically, while Republicans are pushing for

English-only legislation, it was President Clinton who, as governor of Arkansas, signed one of the first official-English measures in the country. Democrats in Congress, however, have been largely opposed to English-only measures. The attempts to make English the nation's official language—while perhaps meaningless to everyday lives—send a painful and powerful anti-immigrant message, say opponents.

"Rather than encourage language minorities to participate fully in our multi-faceted culture and society, English-only initiatives convey a message of intolerance to cultural diversity," says Pastor. "This legislation would make the American dream unreachable for the one in seven Americans who do not speak English at home." HO

LETTERS TO THE EDITOR

I wish to thank the *Hispanic Outlook* (9/15/95) for the story on the research project I am currently pursuing on "Family Environment and Bilingual Development" with my colleague Dr. Sandra Schecter of UC-Berkeley. I would like, however, to clarify the statement attributed to me that the "current bilingual education process is inherently flawed and a waste of public resources." I believe that programs attempting to move children into all-English classrooms as quickly as possible represent a less efficient use of educational resources than maintenance programs that aim to develop children's skills in both their home language and English. However, at a time when all forms of bilingual education are under attack, it is important for supporters of linguistic minority rights to attempt to preserve the gains that have been made, including bilingual education programs currently in place, so that we will have a basis on which to build as we try to educate children for the multilingual and multicultural United States of the next century.

ROBERT BAYLEY
Assistant Professor
University of Texas at San Antonio

NATIONAL ROUNDUP

SAT Scores on the Rise

Average scores on the Scholastic Assessment Test (SAT) registered their biggest gain in 10 years, but Mexican-American students scored one point lower on the math portion compared to last year.

The average verbal score on the newly revised SAT rose five points to 428, and the math scores jumped three points to 482 from the previous year's results. (Most students took the test in 1994, but the scores were not released until this past summer.)

The test was altered significantly with longer reading passages, no antonym section, and fewer multiple-choice math questions to answer. Students were also given an extra half-hour to complete the exam and were encouraged to use calculators.

Critics say that the new test might have become easier for better-prepared students, including those able to pay for prep courses.

The average math score for Mexican-American students dropped to 426, but Mexican Americans scored four points higher on the verbal portion, jumping to 376. Puerto Ricans scored 372 on the verbal exam, a five point gain, and 411 on math, the same as in 1994.

Among Hispanic groups, so-called "other Hispanics" did the best, scoring 389 on the verbal section, a six-point rise, and 438 on the math part, a three-point hike.

Texas A&M Settles Lawsuit by Farmworkers

The Texas A&M University system admitted to illegally paying farmworkers as independent contractors, cheating the federal government out of taxes and depriving the employees of benefits, including Social Security.

The infractions occurred from 1990-93 and were uncovered by an advocacy group for the poor, Texas Rural Legal Aid. A class-action suit was filed on behalf of a Latina farmworker and others. An Internal Revenue Service audit found illegally paid workers at 10 of the university system's 18 agricultural experiment stations, which grow crops and test farming techniques.

The university agreed to pay Texas Rural Aid $30,000 to cover legal fees and $20,000 for advertisements in Spanish-language media to announce the settlement and provide information on how to collect payments. Each affected worker will receive $120.

The plaintiff, Berene Murillo, was quoted as saying, "I feel good about this settlement because now this won't happen to me or other people. It's good for all the workers so they won't be treated as self-employed."

Study Finds Public Schools Low on Productivity

America's public schools are top-heavy with administrators, spend too little time on research, and face too few financial incentives to improve productivity, according to a recent study by Columbia University's Teachers College.

The study conducted by the Consortium on Productivity recommended that federal and state governments give schools greater autonomy, establish performance standards for all school-system functions, and provide financial rewards for schools showing the best gains in student achievement.

The study noted that student performance has remained stable over the past 20 years, but it concluded that public schools—which spend about $285 billion annually—could be more productive. HO

Compiled by Amalia Duarte from news reports.

Racism Charged in Tenure Denial

by Jana Rivera

For almost three years now, an angry battle has been fought in and around the department of sociology at the University of Colorado at Boulder.

What started as an enthusiastic attempt to create a "nationally recognized department" in sociology has ended in charges of racism and the departure of three Chicano professors from the department, leaving the 25-member department with only one member of Latin American descent.

Ironically, the events that left the three professors feeling isolated, marginalized, and devalued occurred in a discipline that prides itself on understanding and being a leader on issues of race, ethnicity, and gender.

The case seems to echo the larger struggle against institutional racism at campuses across the nation and the debate over the merit of scholarship in nontraditional areas such as Chicano studies.

One of the educators embroiled in the case, George Rivera, a professor with 24 years in the sociology department, claims that individual racism, in addition to institutional racism, created an environment so "racially hostile that we could no longer tolerate the way we were being treated."

Rivera has since transferred to the university's fine arts department. The other two professors involved, Elisa Facio and Estevan Flores, have transferred to the college's Center for Studies of Ethnicity and Race in America.

> "... there was no room in the sociology department for what I was interested in—the Chicano community, primarily women's lives."
>
> —Elisa Facio, professor, Center for Studies of Ethnicity and Race in America, University of Colorado at Boulder

According to Rivera, Facio, and Flores, the struggle began in the fall of 1992 when Gary Marx arrived as the new department chair with a tall order from CU-Boulder's vice chancellor and the dean of arts and sciences: to make the sociology department "a nationally recognized department in which faculty would be rewarded according to the highest standards of the profession."

The three Chicano professors claim that upon Marx's arrival, their areas of study, which concentrated on Chicanos, were immediately called into question.

"I learned very quickly that there was no room in the sociology department for what I was interested in—the Chicano community, primarily women's lives," Facio asserts. "And they were not going to make room for those types of studies and that type of research."

Rivera and Flores say they felt the same pressure. "It was very clear to us that he devalued research on Chicanos and felt that it was better done elsewhere, i.e., in ethnic studies, outside of sociology," Rivera says. "He spoke to us in ways that we felt insulted, belittled, and degraded."

Marx, who has a long history of civil rights study and work, including service on the Kerner Commission (the National Advisory Committee on Civil Disorders) and the American Sociological Association's Section on Race and Ethnicity, would not comment to the *Hispanic Outlook* on these allegations, but he responded to the controversy in an editorial published in Boulder's *Daily Camera*.

"Much of the controversy around sociology involves an effort to create a first-rate department where the quality of scholarship and teaching, not a person's politics, race or gender, is determinative of recognition," Marx wrote.

Departmental tensions came to a head in the fall of 1993 and spring of 1994 when Professor Flores was denied tenure—a decision later overturned by the university's board of regents. According to Rivera, a tenured professor who participated in the process, the vote was marred by flagrant errors such as accepting ballots after the deadline and counting proxy votes without meeting bylaw absentee criteria. Twice, the dean ordered a re-vote.

In March 1994, a third vote resulted in denial of tenure for Flores. Again, Rivera claimed the vote was procedurally flawed, which lead to the claims of racism and the departure of the three professors.

Flores's tenure denial and the subsequent departure of the Chicano faculty from the sociology department sparked student protests and local media attention, and eventually prompted a chancellor's investigation into the claims of racism.

In the investigation, two professors from other departments at CU-Boulder conducted interviews with professors and graduate students in the sociology department. Their findings were sent to five experts for review.

The external reviewers were Howard Gadlin, ombudsman at the University of California at Los Angeles (UCLA); Melvin Oliver, professor of sociology and policy studies at UCLA; Patricia Fernandez Kelly, sociology research professor at Johns Hopkins University; Albert Camarillo, professor of history at Stanford University; and Joe R. Feagin, graduate research professor at the University of Florida.

At least three of the five reviewers found reasons to believe that institutional racism created a "climate of distrust and misunderstanding" in the department.

Gadlin of UCLA wrote, "We would be hard-pressed to find any institutional setting in this country where the dynamic of interaction across racial and ethnic groups was not affected to some degree by the structurally ground [sic] racism that has supported racial inequality and distorted intergroup relations in ways that even the participants do not always recognize."

But not one of the external reviewers agreed with the charges of individual racism. Some argued that the status quo of "mainstream sociology" and research publication expectations often restricts the research topics and study approaches used by minority scholars.

And Fernandez Kelly of Johns Hopkins strongly supported the department's criteria for research and publication. "I feel that every minority scholar actually has some responsibility to abide by the standards in the discipline. We cannot demand recognition as social scientists and not play by at least some of the rules established to judge the quality of the work of social scientists," she said. "The mistake that some of these minority scholars make is to imagine that every standard established by a discipline is merely the result of racism or classism or domination. That is not the case."

Fernandez Kelly doesn't buy the claims of racism made by Rivera, Flores, and Facio and is even angered by their use of the term "racism." She says, "Racism does exist. It is a sad and cruel reality. But we do not serve our cause when we trivialize the term just to explain away deficient performances."

She describes their charges as "frivolous accusations of racism" used to explain away "lackluster performance."

"The idea that you are being persecuted just because you are doing research

"We will use every means possible to seek justice."

—Estevan Flores, professor, CU-Boulder

on Chicano studies is ridiculous," argues Fernandez Kelly. "Gary Marx was suggesting that he [Flores] do some comparative research to put the experience of Chicanos in a broader perspective. That is not unreasonable."

Fernandez Kelly is not alone in criticizing Rivera, Facio, and Flores. Luis Gonzalez del Valle, chairman, department of Spanish and Portuguese at CU-Boulder, says he has never detected racism—institutional or individual—in the department of sociology or from Gary Marx.

"These [sociology faculty] are open-minded people who have high expectations for their discipline because they want to be better in the future," Gonzalez del Valle says. "Sometimes when people have professional disagreements, they tend to claim discrimination rather than to look within oneself and see where one can grow."

While Gonzalez del Valle agrees that the sociology faculty might have been somewhat insensitive to the Chicano culture, he does not believe this to be the cause of Flores's denial of tenure.

"I have seen Professor Flores's credentials, and if I had been a sociology professor, I probably would have voted against him," Gonzalez del Valle says. "In my professional judgment, his research was marginal. It is always easier to blame somebody else for one's shortcomings. And I have a feeling that to some extent that's what happened in the sociology department."

No matter what side is taken, the struggle has shaken the lives of the people involved and left many in the sociology department disturbed.

"I was totally mystified," says the only person of Latin American heritage left in the sociology department, Associate Professor Martha Giminez, who is originally from Argentina. "The department had just voted unanimously to reappoint Elisa Facio, and I do not understand the charges of racism whatsoever."

Giminez thinks the department acted in good faith, was supportive of the faculty involved, and treated Flores fairly in his tenure process. She says it is possible that what was not intended as racist behavior might have been interpreted as such.

"I cannot identify any instance, to my knowledge, of anybody being institutionally or individually racist," Giminez says.

But Rivera, Facio, and Flores say the racism is quite real, and they plan to continue their struggle against the sociology department.

Flores appealed his tenure denial. The department's vote was upheld by the dean and the chancellor but overturned by the board of regents upon recommendation from CU-Boulder President Judith Albino last February.

Although no individual racism was found by the external reviewers, the three professors are calling for Marx's dismissal and are considering launching a nationwide boycott to prevent recruitment of Hispanic scholars and graduate students into the sociology department until the university takes further action.

Ironically a new diversity plan developed by Marx calls for hiring three scholars of color and/or scholars who specialize in race and ethnic minority issues.

The department has also requested post-doctoral fellowships for new minority scholars and funds for lectures on race and relations, and has appointed a department diversity coordinator and solicited help from a graduate student to broaden and enrich the curriculum.

In a statement, Chancellor Roderic B. Park says he will forward all comments to a panel, who will review and analyze the material before making final recommendations. But at press time, no further action had been taken by the chancellor's office.

For the three professors involved, the battle is far from over.

Flores says, "We will use every means possible to seek justice. We'll do what we need to do in terms of getting this campus to be responsive to us."

Echoes Rivera, "Some immediate direct action needs to be taken." HO

"... we could no longer tolerate the way we were being treated."

—George Rivera, professor, CU-Boulder

African Influences in Latino Culture

by Miriam Rinn

To make his point about the ignorance surrounding the influence of African culture within the Hispanic world, even in academia, Professor Ian Isidore Smart tells a story about a graduate student at Howard University.

When the student expressed interest in doing research on Afro-Latino culture, his clearly bewildered professor asked, "What's that?" This lack of knowledge was the primary motivation of Smart and Stanley Cyrus, Ph.D., both of Howard University, and Professor Henry Richards, of the State University of New York at Buffalo, to establish in 1981 the Afro-Hispanic Institute (AHI), a non-profit organization based in Washington, D.C.

"The idea was to promote the study of Afro-Hispanic literature and culture," Smart explains, "an area neglected and ignored by most scholars, both Hispanic and African-American. The African influence on Hispanic culture is not even acknowledged by the majority of scholars." Smart, like the others, is a Spanish professor. But he was born in Trinidad, only seven miles off the coast of Venezuela, and so has a long-time understanding of the interplay between both cultures.

To spread such information during the early 1980s, AHI published a bilingual journal of Hispanophone Africana Studies entitled *The Afro-Hispanic Review*. When Cyrus left Howard University for Morehouse College, the journal fell onto Smart's shoulders. Publishing it alone was too difficult, however, and since Howard did not want to sponsor the review, according to Smart, it is now being published three times yearly by the Black Studies/Romance Languages Department of the University of Missouri, Columbia. AHI has also published several books by Afro-Latino writers that have been translated into English by Smart and Richards.

"I would say that Latinos are more racist than Anglos."

—Ian Isidore Smart, Spanish professor, Howard University

"Through the journal, we have brought knowledge of Afro-Latino writers, such as Nelson Estupinan Bass, who is Ecuadorian, to the scholarly community," says Smart.

The journal should not lack for material, according to Smart, who says African influences in Latino culture are pervasive. "The culture we call quintessentially Hispanic is laden with African elements," he asserts.

Take salsa music, for instance, which Smart says is clearly African in origin, as is the Hispanic dish of fried plantains.

African elements are even found in classic Spanish literary forms. "The hero of the picaresque novel is nothing but a trickster, a figure of African origin," says Smart, who believes that the Moors began the tradition of lyric poetry in

"The culture we call quintessentially Hispanic is laden with African elements."

—Ian Isidore Smart, Spanish professor, Howard University

Spain. "All of these things are overlooked by mainstream colleges," he claims.

Besides music and food and literature, the religion of Latinos has been profoundly altered through their encounter with Africans. Smart, who at one time studied for the priesthood, believes that Roman Catholicism is the western religion that most fully incorporates African elements.

Adoration of the saints echoes ancestor worship in Africa, the deification of Mary reflects the worship of goddesses, and the consumption of the bread and wine in the Mass has a connection to pagan offerings, he believes. "My father, who is a devout Roman Catholic, hears me talk and shakes his head," Smart says ruefully. "But I think this is all compatible."

The early church took shape in the first century in the Egyptian city of Alexandria, which is in Africa, after all, he adds. Smart knows that these ideas are not accepted by many academics, but that's yet another reason for working on AHI.

Most scholars see traces of African culture as only supplementing the dominant Spanish forces, says Smart. "They prefer to see African culture as a sort of junior partner," he says.

To dispel such notions, Smart is writing a book about the fundamental link between Spanish and African cultures, which he traces to the Moorish occupation of medieval Spain. The word "Moor" refers not only to a native of Morocco but to someone with very dark skin, Smart says.

Although he believes that there was also a post-1492 African contribution in the "New World," which is the focus of most academics, he plans to show in his book *Amazing Connections: Ancient Africa and Contemporary Hispano-Africana Literature* that the Africans who arrived in the Americas had the same culture as that of ancient Egypt.

But educating academics and others about these links is a task laden with challenges, including widespread anti-African sentiment in Latin America itself. "My view is not popular with Latinos. I would say that Latinos are more racist than Anglos," says Smart.

In Latin America racism cannot be confronted, Smart claims, even though it's an obvious fact of life. "People with dark skin are usually poor and powerless, while people with white or light skin hold the reins. It's very distressing [for me] to go to Panama because our people are at the bottom," says Smart, whose wife is a Black Panamanian. He is much more comfortable in Trinidad, where Blacks are the administrative class. "It's always more comfortable on the top," Smart jokes.

Even in his native Trinidad, however, whites retain real power, allowing Blacks to control only the symbols of power, Smart believes.

One expression of this racism in Latin America is that African cultural elements are de-emphasized. Says Smart, "What people do is suppress the connection."

In the U.S., an Africanist movement has been sparked, evolving from the growing attention to the Hispanic population's Indian heritage. But the story is different in Latin America, Smart says.

In countries with a large Indian population, such as Peru, says Smart, competition exists among Indianist and Africanist groups. In Colombia, however, where there are not many Indians left, "there wouldn't be that kind of movement," he adds. In Ecuador, on the other hand, he points out, there is a strong indigenous movement, but there's no competition among people of different racial backgrounds. "Actually, the two should complement each other," Smart says.

To counteract these prejudices, the institute is trying to influence scholarship within ethnic studies departments.

"We have made some inroads there," the professor says, but he admits there's a long battle ahead. "While in some universities the subject has gotten into the Spanish-language department, in most places, it's still considered a marginal topic." HO

HACU Takes Manhattan

by Jeff Simmons

Last month, leaders from across the country descended on New York City for a four-day event aimed at reshaping the future.

No, it wasn't the papal visit. It was the ninth annual convention of the Hispanic Association of Colleges and Universities (HACU), which coincided with Pope John Paul II's arrival in the United States.

"We were trying to get him to be one of our keynote speakers," joked HACU spokeswoman Diana Marin, as she was furiously put the finishing touches on the convention in the early fall. "Perhaps, he could at least come and bless one of our lunches."

Indeed, many of the attendees planned to prolong their stay to try and catch a glimpse of the pontiff, adding yet another touch of excitement to a schedule that promised both serious debate and some glamour, including an appearance from entertainer Rita Moreno. The actress was to attend a scholarship fund reception and address the group.

This year's conference was a mix of the old and new, the traditional and cutting edge. HACU represents the nation's 127 Hispanic Serving Institutions (HSIs), which enroll nearly 460,000 Hispanic students. The association's main thrust is to improve access to colleges and opportunities for Hispanic and other minority students.

Started in San Antonio, Texas, in 1986, HACU has grown into a national force, and each year its New York City conference brings together college presidents and a bevy of top educators and administrators to share ideas and chart a course for the future.

This year's conference, entitled "Riding the Tidal Wave of Change: Implications for Hispanics," stretched from a series of committee gatherings on Sept. 30 to a luncheon and closing ceremony on Oct. 3.

Days were filled with workshops, scholarship receptions, and programs spotlighting six key topics: curriculum, partnerships with businesses and federal agencies, recruitment and retention of students, student development, technology and research, and affirmative action.

Charles Rodriguez, HACU's interim president, said the conference's main objective was addressing the controversial affirmative action debate taking place nationwide and exploring its impact on educational institutions.

"We hope to make this meeting a forum for a discussion about what affirmative action means. The dialogue has to be settled or people are talking about different things," Rodriguez said in an interview before the conference.

To tackle this hotly debated issue, HACU held a town hall meeting Oct. 3 moderated by Ray Suarez from National Public Radio. The meeting was to have included national experts like Josue Gonzalez, professor at Columbia University; William H. Gray III, president of the United Negro College Fund; and Raul Yzaguirre, president of the National

Council of La Raza.

"Affirmative action is a hot-button topic right now," said Gloria Zamora, HACU's executive director of educational programs.

The town meeting reviewed the history that led up to affirmative action laws as well as recent Supreme Court rulings in this area. "All of the major Republican [presidential] contenders have taken stands against affirmative action. They see it strictly as a quota program; so, these things have to be discussed," Zamora said. "An entire strand of the conference is on affirmative action."

This year, much of the conference was designed to explore ways to boost the low numbers of minority faculty and Hispanic students at four-year colleges.

"Most of the Hispanics in the country are enrolled in community colleges," Rodriguez said. "A main objective is to reduce the drop-out rate and increase the graduation rate of Hispanic students."

One seminar that was expected to draw large numbers of administrators and faculty was called "How to Get Your Retention and Graduation Rates Way Up."

Close to 800 participants—many of them students from the New York-metropolitan area—were to attend the conference and job fair, which has grown to include almost 100 exhibitors, from college and business recruiters to representatives from federal agencies.

"Even the CIA will have a booth," Marin said prior to the conference. "There are a lot of opportunities, but Hispanics often don't really think about an opportunity in the CIA. From what I hear, it's a pretty exciting, fulfilling career."

Students who flocked to the Sheraton New York Hotel and Towers were treated to seminars on employment including "Employment After College: When No One Calls"; on testing, "What Students Should Know About the GREs"; and on strengthening résumés, interviewing tips, and internships.

"Recruitment and retention of students, especially in our Hispanic Serving Institutions, continues to be an issue of great importance," Zamora said. "We have large numbers of Hispanic students who began their education at community colleges but fail to transfer to senior institutions. Moving from junior to senior institutions becomes a very important aspect."

> **"As it moves into its 10th year, HACU is really gaining national visibility."**
>
> —Diana Marin, spokeswoman, Hispanic Association of Colleges and Universities

Faculty, college presidents, and staff were expected to address the festering transfer problem to "find out what kind of support mechanisms the students need," she added.

The increasingly gloomy financial aid picture was another topic predicted to surface in many of the seminars. Zamora said, "This really is an assault on the opportunities of Hispanic students from very modest economic circumstances. It's an assault on their ability to go to college and finish college. Financial aid is a tremendous obstacle."

Administrators were encouraged to attend a series of lectures mapping out federal and state opportunities for funding.

"These conferences are very, very important," said Raymond C. Bowen, president of LaGuardia Community College in Long Island City, N.Y. "In terms of New York City, we have a very large Latino population. In order for us to be successful, the faculty and administration should really understand the culture and the economic conditions of the various countries from which our students come.

"It's imperative that not only do we understand the culture, but we find various ways and means to bring the Latinos into the American mainstream," he said.

Bowen and two other top LaGuardia educators held a seminar to discuss the college's joint venture with the Universidad Autonoma de Santo Domingo to establish the first community college in the Dominican Republic. The college opened last spring and enrolls 100 students. Programs largely focus on preparing students for careers in the Caribbean nation's booming travel and tourism industry.

"We hope administrators will learn from our experience," Bowen said. "We went into a virgin region, worked with the government and population to develop a program that will spur economic development for that area. It's a template for what American colleges and universities can do."

Marin said of the evolution of the HACU conference, "It has really grown. The issues are just more comprehensive; there is more participation from national groups and faculty and administrators from across the country. As it moves into its 10th year, HACU is really gaining national visibility. We're getting there."

HO

Rosalinda Dosta

Long Beach Community College

by Kim Bergheim

Rosalinda Dosta was thinking about attending the Harvard Management Development Program in 1993 so she could strengthen her administrative skills as director of staff diversity/staff development for Long Beach Community College District.

But looking through brochures for the program, she had another thought: Why not develop a comparable program for administrators, faculty, and staff at California's community colleges?

"There was an opportunity to create a program to emphasize skills for effective community college administration," says Dosta, Long Beach Community College's first Latina administrator. "It was also a chance to recruit minorities to increase the diversity of administrators."

For the next year, Dosta, 40, led efforts to plan the Administrator Development Institute (ADI). Formed in conjunction with UCLA Extension, the 14-week program addresses leadership skills, decision making, budget management, human resources administration, organizational structures, strategic planning, and legal issues. Class members include college administrators and others who are considering entering the field. College presidents, lawyers, information-systems directors, and management consultants comprise the faculty.

Last year, Dosta did attend Harvard's two-week summer program, where she gained valuable knowledge and reinforced her idea for such a program in California, but she forged ahead with her own vision. And in August of 1994 it became a reality with a weekend retreat at UCLA kicking off ADI. In the fall of 1994, ADI launched its first session.

TITLE:
Director, Staff Diversity/Staff Development

INSTITUTION:
Long Beach Community College

PROUDEST MOMENT:
"When my family saw me receive my master's degree in 1990 at the graduation ceremony. It meant a lot that my two kids saw me get the diploma."

A QUOTABLE QUOTE:
"Give more than you take."

HER GREATEST LEGACY:
"I'd like people to say that I made a positive difference in their lives."

EDUCATIONAL BACKGROUND:
B.A. (Political Science): University of California at Los Angeles
M.A. (Linguistics): California State University, Long Beach

"We wanted to give people a chance to get to know each other in an informal setting," says Dosta about the weekend getaway. The majority of students in the course are from the Los Angeles area, but some traveled more than 200 miles each week for the class.

Describing the program, Dosta says, "ADI is like a mini-doctorate program. It's a comprehensive program given by distinguished leaders in community college administration."

Participants can take the course for continuing education credit or noncredit, depending on whether or not they want a letter grade. Dosta herself grades all papers.

She has also carried through on her pledge to recruit minorities. Of the 30 participants in the first class, 74 percent were minorities, and half the class were women. In this year's class, 47 percent are minorities, and 67 percent are women.

ADI participants applaud Dosta and say that the course offers tangible information, not just lofty management theory. "I heard first-class presenters tackle complex community college structures," says Anna Torres-Bower, a philosophy instructor at Norwalk Community College.

Torres-Bower, administrator of Norwalk's Teaching Assistant Program, says she has applied tips from ADI about

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budgeting and managing resources to help with her administration duties.

For Alicia Andujo, a Long Beach City College counselor, the intense three-hour weekly evening sessions brought back memories of graduate school. "We had to read textbooks, submit papers, and do projects," she recalls. "We formed study groups to work on projects, which was great because it was a chance to learn what was going on at other schools."

Andujo says ADI reinforced her interest in policymaking, and she's now considering becoming involved with her school's faculty senate. ADI is just another vehicle for Dosta to promote opportunities for minorities in higher education. Since 1991, she has been responsible for Long Beach Community College District's compliance with local, state, and federal guidelines for nondiscrimination policies and laws. She develops strategies to recruit minority, disabled, and women applicants, monitors applicant pools for ethnic and general balance, and investigates complaints of discrimination and sexual harassment.

Her career in education began in 1988 as an English as a Second Language instructor at Long Beach, although she was a teacher in the late 1970s while overseas with her husband, John, an intelligence officer in the Navy.

Later, back in the U.S., Dosta wanted to help other Latinos. "I've always wanted to work with immigrant populations," she says. "I wanted to work within cultures to help them fit in with our society."

Previously, she had spent three years on the East Coast in the corporate world, working in administrative positions with consulting firms in Arlington, Va. But Dosta felt the desire to do more. She says, "I had a nice office and worked with computers, but I really missed touching humanity. I wanted to make a difference in the world by serving a diverse community."

Dosta grew up in Lynwood, a Los Angeles suburb, the daughter of a housekeeper mother and custodian father. While her parents lacked formal education, there was plenty of encouragement for Dosta's higher education dreams. "My mother thought a plausible career was to work for the phone company. But they gave me a lot of support to pursue college," she says.

Returning to her native California in the 1980s, she earned a master's degree in linguistics from California State University, Long Beach. (She had earned her bachelor's degree in political science from UCLA in 1977.)

> **"I wanted to make a difference in the world by serving a diverse community."**
>
> —Rosalinda Dosta, director of staff diversity/staff development, Long Beach Community College

"I had been away from my own culture and missed it," she says. "I wanted to work with Hispanics and give something back to the Hispanic community. Teaching ESL was an obvious tie-in."

But ever the organizer, Dosta accomplished much more that year than simply teaching English. With the nation's amnesty program for undocumented immigrants in high gear, she put together the Amnesty Education Program, a program later recognized as a model initiative among community colleges in the state. (The 1986 federal amnesty program gave longtime illegal immigrants the chance to come out of the shadows and become permanent residents and eventually citizens.)

More than 7,000 students—about 85 percent of whom were Hispanic—used Dosta's program to meet ESL and Immigration and Naturalization Service (INS) requirements for permanent residency.

"We provided more than just ESL classes," Dosta says. "We set up a one-stop support service for students. We offered assistance with career counseling, free tuition, registration, and bilingual services." As the program's director, Dosta supervised a 14-member staff at two campuses and managed a yearly budget of $800,000.

Dosta has continued her advocacy on behalf of undocumented immigrants. She served as co-executive director of the Community College Educators of New Californians, a group that promotes state and federal legislation benefiting undocumented students. Members also offer assistance with budgets, curriculum, and proposal preparation to colleges with amnesty programs.

The seemingly tireless Dosta is also an active member in numerous organizations at Long Beach, including acting as cochair of both the Americans with Disabilities Act Task Force and Educational Equity Task Force, and heading the Faculty and Staff Diversity Advisory Committee and the Institutional Integrity Self-Study Committee (Standard One).

And her involvement doesn't end on campus. She is a mentor for a high school student through her affiliation with CAMEO, a professional women's group and an auxiliary of the Assistance League of Long Beach. She is also a member of the Educational Equity Policy Advisory Committee to the California Postsecondary Education Commission, and she previously served on the board for the Southern California Community College Amnesty Network and the Community Advisory Committee for the City of Long Beach's Department of Health and Human Services. HO

A TOOL TO AVOID DISCRIMINATION

by James S. Hoyte

James S. Hoyte is assistant to the president and associate vice president at Harvard University.

Most New England colleges and universities were committed to diversity on campus long before federally mandated affirmative action came into play. For example, by the late 1950s, the admissions process at Harvard and several other institutions took into account the desirability of having a diverse student enrollment in terms of geographic and socioeconomic background.

In general, New England colleges and universities recognized that diversity would enhance excellence on our campuses—and they were right. Diversity, through targeted initiatives, has resulted in excellence on our campuses. By acting affirmatively to recruit students from high schools that were previously ignored by admissions staff, New England colleges and universities, like Harvard, reached extremely talented applicants who never would have considered applying had they not been sought out. Many institutions also began integrating into their curricula areas of intellectual inquiry that had been neglected. And undoubtedly, many highly talented faculty members were discovered only after faculty departments, at the urging of students and administrators committed to diversity, broadened their networks of academic contacts to include women and people of color.

In every sense, these affirmative actions have served as tools to help us avoid discrimination. Still, a recurring problem in the affirmative action debate—stemming from the political reaction to government-mandated affirmative action programs—is the tendency to be rather loose in our terminology. Terms such as "affirmative action," "preference programs," "diversity," and "multiculturalism" are all used interchangeably when, obviously, any disciplined discussion should clearly distinguish among them. Each one of these concepts has a very definite place in furthering excellence in our institutions of higher education.

Another unfortunate and ongoing problem in the debate is the tendency to introduce the concept of "reverse discrimination" and conclude that affirmative action eventually leads to reverse discrimination—whatever we mean by that term. Obviously, affirmative action, when applied inappropriately, can result in unfairness to some individuals, and one wanting to use the term "reverse discrimination" might be justified. But when applied appropriately, affirmative action need not result in reverse discrimination and unfairness, and we ought to remind ourselves of that consistently. It would make the debate both on campuses and outside much clearer and more appropriate.

If we are to achieve diversity on our campuses, we must follow multipronged strategies. We must acknowledge the need to enhance the educational experience by recruiting and hiring faculty from diverse backgrounds and cultures. We also need to be aware that

> " ... when applied appropriately, affirmative action need not result in reverse discrimination and unfairness ... "

—James S. Hoyte, assistant to the president
and associate vice president,
Harvard University

students have a right to expect that research and teaching at our institutions reflect the contributions of a broad range of cultures and groups. We must also bear in mind that diversity supportive of excellence requires bringing a broad range of perspectives to the management and governance of our educational institutions. This should include viewpoints from groups that traditionally have not been part of management structures. Our diversity strategies ought to be directed in part at reaching these goals.

An underlying objective in these goals is our effort to produce graduates who are equipped to play meaningful and productive roles—perhaps leadership roles—in our increasingly diverse, contemporary society. Clearly, our institutions must be laboratories for diversity as well as vehicles for providing greater insight to those who will soon participate in that society.

I hope we will not retreat from the traditional commitment to diversity that existed long before governmental affirmative action programs were in place and that we will recognize the broad-based activities necessary to accomplish our objectives. I also hope we will be prepared to bring some enlightenment to the larger debate on the outside because, currently, we have nothing but confusion, in part because of the reckless use of language and the tendency to avoid differentiating among particular terms.

By lumping these terms together, politicians who are negative toward diversity are playing the role of demagogues. They would just as soon have those terms used interchangeably. Various axes are being ground in relation to particular constituencies that identify with particular terms. So lumping the terms together is, in essence, lumping together a variety of people who believe that their interests are inconsistent with those individual terms.

We need to keep our eye on the ball and be clear about our traditional commitment to diversity and affirmative action (in the broadest sense), for when we pursue these goals in a nondiscriminatory fashion, we support our overall educational goals. HO

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Smithsonian Makes Amends

by Ines Pinto Alicea

More than a year after a task force denounced the Smithsonian Institution for its "willful neglect" of the Latino community, the largest museum, research, and educational complex in the world has taken a number of steps to rectify the situation.

"We have made some definite progress even though we haven't been at it for a long time," says Miguel Bretos, who was hired last year as a counselor on Latino affairs to Smithsonian Secretary I. Michael Heyman. "We hope that in a few years there will be enough of a Latino presence that when Latinos come to our museum to visit, they will see themselves."

In its May 1994 report entitled "Willful Neglect: The Smithsonian Institution and U.S. Latinos," the task force painted a picture of Latino exclusion at the Smithsonian in governance, staffing, programming, exhibits, and collections. The report found that Latinos comprised only 2.7 percent of the Smithsonian's 6,558-member workforce in its 16 museums and central administration. In addition, only one Hispanic held a senior-level position, compared with nine Blacks and 58 whites.

Bretos, a former professor at William Paterson College in Wayne, N.J., who served on the task force before joining the Smithsonian, cautioned that there is a long way to go. "The institution is encrusted in tradition," Bretos says. "By its nature, it is very conservative."

Moreover, he says that the timing for efforts to increase the presence of Latinos couldn't be worse. All of the museums are trying to find ways to reduce their budgets, and the political climate in Congress is hostile toward affirmative action efforts. In addition, he says, controversy over an exhibit commemorating the dropping of the atomic bomb on Japan drained "a lot of institutional energy and created a distraction no one was counting on."

While many of the task force's recommendations are likely to be carried out in the near future, the idea of creating a new museum dedicated to Latino culture will probably not make much progress because of Congress's efforts to trim federal spending, says Tomas Ybarra-Frausto, an associate director for arts and humanities at the Rockefeller Foundation in New York City, who heads a new 11-member task force on Latino issues for the Smithsonian.

"That wouldn't be a very practical thing right now because other museums are getting cut back," he says.

Still, progress has been made. The original task force, chaired by Raul Yzaguirre, president of the National Council of La Raza, recommended that a new task force of Latino leaders be convened to carry out the recommendations. This step has been taken, and this task force has direct access to Heyman.

Actions taken by the Smithsonian Institution include:

- A $1 million fund created for Latino programming at the National Museum of American Art, Hirshhorn Museum, National Zoo, National Museum of American History, the Archives of American Art, and Center for Museum Studies, all in Washington, and the Cooper-Hewitt National Design Museum in New York City.
- A two-week, summer-immersion program for 15 Latino graduate students.
- Key Latino appointments, including Bretos, an editor at *Smithsonian* magazine, an archivist and curator.
- A fall exhibit of Chicana painter Carmen Lomas Garza at the Hirshhorn, which also recently hired a Latina curator.
- The first Latino appointee, Manuel Ibañez, president of Texas A&M University at Kingsville, to the Smithsonian Institution's governing board, the Board of Regents.
- The selection of TV producer Nely Galan to the 20-member National Advisory Board.

Other projects in the works include a collection of Latino art put together by the National Museum of American Art that will be shown at schools across the country; a book of all Latino art holdings in the United States that will be published in 1996 by the Archives of American Art, a Smithsonian division; a major exhibit of Latino art by the Museum of American Art in 1997-1998; and the creation of bilingual signs for the National Zoo.

Ybarra-Frausto says one of the main challenges of the Latino advisory committee is to "remind the Smithsonian and ourselves that Latino culture is not monolithic but complex and diverse. We need to communicate that the Latino community is indelibly inscribed in American society and that Latinos are part of the American experience, not peripheral to the American experience but central to it."

He believes there was "a lot of goodwill" among a number of Smithsonian officials on the efforts of the advisory committee to further diversify the museum, but he expressed concern that the "political reality might close in on that view." **HO**

Are the SAT's Days Numbered?

by Joyce Luhrs

Even as the SAT is being revamped, a growing number of colleges are re-examining the use of standardized tests as part of the admissions process.

Dickinson College in Pennsylvania and Connecticut College are among 200 postsecondary institutions that have made the Scholastic Assessment Test, formerly known as the Scholastic Aptitude Test, an option for students. These schools argue that other criteria better measure a student's potential for success in college.

"The test scores were not as heavily used as other criteria such as academic performance, coursework, extracurricular activities, demonstration of leadership, and letters of recommendation from teachers and administrators. And we recognize that some students take prep-test courses and that other students don't have these advantages available to them. Now, it is totally and entirely optional to submit these test scores," says Catherine McDonald, senior associate director of admissions at Dickinson, which dropped the SAT requirement last year.

McDonald says that a student's chances for admission aren't hurt if an SAT test score doesn't appear in her or his records. "This past year, when students submitted these scores, we were looking at course selection and the amount of time spent in certain subjects—we were more interested in the academic records," says McDonald.

"For some students, the relief of not having to take the SAT or ACT is a liberating process," she adds.. "They can say, 'I'm taking good courses. I've done well in the courses I've selected, and I have good opportunities to get into Dickinson.' I don't know if we have to get students who are interested in Dickinson all wrapped up in test results. Students might decide not to apply if they do not feel they meet the test scores."

"I don't know if we have to get students who are interested in Dickinson all wrapped up in test results."

—Catherine McDonald, senior associate director of admissions, Dickinson College

At Dickinson the liberating experience began this past year with 14 percent of the total applicant pool and 16 percent of minority applicants opting not to submit SAT scores.

However, not all test-score requirements have been scrapped. Achievement test (SAT 2) scores are still required and are used for placement and course selection purposes. And the college will continue to report test-score ranges in college handbooks.

A year ago, Connecticut College made a similar decision. SAT scores are now optional, but submission of three subject SAT 2 achievements—or ACT test results—is still a must. Says Patricia Chamberlain, associate director of admissions: "We decided to make those tests optional because there's no longer a standard. SAT 2s are subject specific and test what students have learned in the classroom, whereas the SAT 1 is an aptitude test."

Now the college uses a more well-

Continued on page 7

TEXAS TEST HURTS HISPANICS

While the merits of the SAT are debated on a national level, a Texas organization critical of standardized tests has been trying to get rid of a mandated statewide exam called the Texas Academic Skills Program (TASP).

For over two decades, the Texas Association of Chicanos in Higher Education (TACHE) has been trying to improve educational and employment opportunities for Hispanics in higher education.

One of its major battles has been over TASP, a test created to identify college students' deficiencies. Every student planning to continue beyond nine hours of college-level courses must pass the TASP. Students who fail and are identified with skill deficiencies must take the appropriate remediation courses to get them up to college-level work.

TASP was recommended by the Hardesty Commission in the 1980s. However, according to Felix Zimora, TACHE president, the testing process is inequitable because poorly prepared college students are prevented from progressing beyond their sophomore year.

TACHE believes that students are often thwarted by a test that doesn't measure intangibles such as perseverance, drive, or the potential contribution of these young people to a college.

The failure rate on the TASP is higher for African-American and Hispanic students than for whites. According to Zimora, the disparities by racial and ethnic breakdown on the TASP are similar to those on the SAT and ACT scores. On this test, Hispanics do slightly better than do African-Americans by a half point, while whites score eight to nine points higher than do Hispanics.

TACHE raises several arguments about the inequities of the test. For example, those who can afford it can purchase a manual to prepare for the test. And no report has documented the effectiveness of the test in accomplishing the original goal of the Texas Legislature to improve the quality of instruction.

Zimora says, "Originally, the Texas Legislature required that the test maker, NES, which is a for-profit organization, show the test results by high school of who was doing the best, who was doing the worst. That element was done away with.

"Every barrier put in place has an impact on students, especially in this test-driven society," argues Zimora. "Any barrier is a disincentive for them to take more courses. There's a TAAS assessment done in 11th grade that students have to pass to graduate. By the time many of our students get through the front door to college, they've taken a slew of tests—the TAAS, SAT, and ACT—and have to take and pass the TASP before they can go on to additional college hours."

TACHE points out that since the TASP began, the cost of remediation services for students has risen from $35 million in 1988-89 to $127 million this past school year. More students are completing the required remediation programs, but many do not finish.

While two proposals that would have eliminated the test failed, TACHE has put forth two additional recommendations to evaluate the effectiveness of the test.

In the first scenario, the TASP would be evaluated every four to six years to assess the educational and cost effectiveness of the program and to gauge its impact on the participation and success of underrepresented minority students in higher education.

A second proposal would establish a review committee comprised of members from minority and disabled populations to develop an evaluation tool for the test.

So far, TACHE has failed to get the legislature to conduct a study of the test, but the organization remains involved in discussions with the Texas Coordinating Board, which oversees it.

Zimora maintains that legislators are feeling the heat from their constituents.

"They are interested in this now and are taking a look at the test. The chair of the higher education committee, Irma Rangel, proposed taking the punitive parts out of the plan and modifying the test so as to make it a diagnostic tool. But time ran out this session before the House and the Senate looked at the issue," he says. HO

—by Joyce Luhrs

Continued from page 5

rounded admissions approach, says Chamberlain, by weighing more heavily the kind of courses the student has taken, high school grades, and honors and enrichment courses completed.

Like at Dickinson, student performance during senior year is carefully scrutinized along with outside activities including jobs, volunteer work with religious organizations, and community service. Another factor is what the student would contribute to Connecticut College if admitted. Recommendation letters and the content of a student's essay are also heavily weighed.

While some schools are deciding to drop the SAT, in the past 10 years the percentage of schools accepting the test has, in fact, increased. And a vast majority of schools—about 78 percent—accept SAT scores as part of the admissions process.

But the trend for schools to drop the SAT and other standardized tests is supported by critics who have long charged that the SAT is inherently biased against women and minorities.

The National Center for Fair and Open Testing is one of the loudest and staunchest detractors of the SAT. The center's executive director, Pamela Zappardino, says, "These tests have been shown to be biased. They don't do a good job. They account for only 15 percent of what turns up in a [first-year student's] grade point average. The other 85 percent is not accounted for." Zappardino claims that the only people who win with these tests are white males. "White males do well on these tests. However, access is being denied to large numbers of people because these tests don't look at high-level cognitive skills," she argues.

Zappardino cites several issues that contribute to differences in how a student performs on the test: ethnic and racial background, gender, the quality of a student's high school, SAT-coaching courses, and the student's socioeconomic level. She stresses that the test is eminently coachable and that those who cannot afford prep courses are under a great disadvantage.

"You take a good coaching course, and your scores can be raised roughly 100 points. The strongest relationship showing who does well on these tests is between family income and who gets coaching courses," she claims. "Blacks, Latinos, Native Americans, and women aren't in good shape on these tests. With the test having a margin of error of 65-70 points, cut-off scores are detrimental to minorities."

> **"These tests have been shown to be biased. They don't do a good job."**
>
> **—Pamela Zappardino, executive director, National Center for Fair and Open Testing**

Girls face a daunting challenge of succeeding on the SAT, Zappardino believes, because of differences in how boys and girls are taught to take tests. Girls are taught to think things through and refrain from guessing, but not guessing on the SAT can prove damaging. With the removal of time restrictions, girls tend to score higher, she claims.

But even more important, a study by the center found that the SAT was a poor indicator of how young women would perform in college. The test results underpredicted the success of young women in college and over-predicted college achievement and grades for young men, according to scores obtained from the test's designers, the Educational Testing Service (ETS).

Similarly, an ETS study by Maria Pennock-Roman, "College Major and Gender Differences in the Prediction of College Grades," showed that even after controlling for course grading leniency, a gender gap was found in SAT predictions. The SAT math score underpredicted the academic achievement of women in mathematics and science.

The center filed a complaint with the U.S. Department of Education's Office of Civil Rights charging the ETS with gender discrimination, a violation under Title IX regulations. (The complaint was still pending at press time.)

Zappardino says gender inequities are clear when it comes to awarding National Merit Scholarships, which are based on the PSAT test. Men comprise 55 to 60 percent of the semi-finalist pool for the National Merit Scholarship although they make up only 44 percent of test takers. "We expect the numbers would be absolutely flipped," says Zappardino. "Once a student moves past the semi-finalist stage, the review committee looks at other criteria, such as high schools grades, to make their decision."

As the administrator of the SAT, the College Board attributes any disparity in test results among different ethnic and racial groups not to the exam's content but to inequities in the quality of K-12 education received by students across the country.

Jeffrey Penn, assistant director of public affairs at the College Board says, "We do not believe the SAT is biased, and

SAT Averages by Ethnic Group, 1976, 1985, 1987-1995

Verbal

	*1976	1985	1987	1988	1989	1990	1991	1992	1993	1994	1995	Change Since 1976
Native American	388	392	393	393	384	388	393	395	400	396	403	+15
Asian American	414	404	405	408	409	410	411	413	415	416	418	+4
African-American	332	346	351	353	351	352	351	352	353	352	356	+24
Mexican-American	371	382	379	382	381	380	377	372	374	372	376	+5
Puerto Rican	364	368	360	355	360	359	361	366	367	367	372	+8
Other Hispanic	NA	NA	387	387	389	383	382	383	384	383	389	NA
White	451	449	447	445	446	442	441	442	444	443	448	-3
Other	410	391	405	410	414	410	411	417	422	425	432	+22
All Students	431	431	430	428	427	424	422	423	424	423	428	-3

Mathematical

	*1976	1985	1987	1988	1989	1990	1991	1992	1993	1994	1995	Change Since 1976
Native American	420	428	432	435	428	437	437	442	447	441	447	+27
Asian American	518	518	521	522	525	528	530	532	535	535	538	+20
African-American	354	376	377	384	386	385	385	385	388	388	388	+34
Mexican-American	410	426	424	428	430	429	427	425	428	427	426	+16
Puerto Rican	401	409	400	402	406	405	406	406	409	411	411	+10
Other Hispanic	NA	NA	432	433	436	434	431	433	433	435	438	NA
White	493	491	489	490	491	491	489	491	494	495	498	+5
Other	458	448	455	460	467	467	466	473	477	480	486	+28
All Students	472	475	476	476	476	476	474	476	478	479	482	+10

*1976 is the first year for which SAT scores by ethnic group are available.

SOURCE: *The College Board, 1995*

there is a long process that we take to ensure that the SAT is a fair test for all students and that it differentiates among students only on the basis of demonstrated ability. That does not mean that women and minorities do not have slightly lower scores. We think that this reflects an inequity in education. We are, of course, concerned about the students taking test-enrichment courses to prepare for the SAT."

To guard against bias, the College Board points out that every question is scrupulously reviewed and analyzed by a racially and ethnically diverse panel of experts, both from high school and college. And each new question is pretested by thousands of students from different backgrounds.

The College Board maintains that an SAT score when used with high school grades is the best predictor of how well a student will perform in her or his first year of college. They suggest that using the SAT is a good "common yardstick" in the admissions process. The test allows colleges to be fairer to applicants with low grades from "tougher" schools, to promising students with low grades for other reasons, and to those who didn't follow a college-prep curriculum.

To correct disparities, Penn suggests that energy be spent improving the education of minorities and women.

"We believe that teachers in K-12 should be encouraging women and minorities to take courses that will help them do well on the test," he says.

What does the future hold for standardized tests as the applicant pool for colleges and universities continues to diversify? Zappardino believes universities will be forced to reassess their own admissions processes. Clearly, some institutions already have. **HO**

Gifted Minorities Overlooked

by Gary M. Stern

"We haven't done a good enough job of identifying gifted children from families in poverty."

—James H. Borland, associate professor, Columbia University's Teachers College

In America, money gets you into fancy restaurants and elite country clubs and, perhaps, something quite unexpected: gifted programs for children.

Some educational experts say that money enhances the odds of a child's getting into a gifted program. They point to numerous studies revealing that affluent children gain access to gifted programs at a much higher rate than do Hispanics and Blacks. According to these studies, the talents of gifted minorities often go unrecognized because of language difficulties, the reliance on standardized intelligence tests, cultural biases, or the ignorance of teachers who are not trained to see signs of budding intelligence in nonwhites.

These biases leave talented minority children feeling excluded or inferior and can derail them from future educational success and access to prestigious universities at which they might thrive. Even worse, when placed in mainstream classes, a gifted child might end up bored and labeled a troublemaker and never fully explore his or her gifts.

According to the National Council of La Raza, white students are nearly two and a half times more likely than Hispanics to be enrolled in gifted programs.

And students from lower-income groups constitute less than 4 percent of all students enrolled in gifted programs, according to James H. Borland, associate professor in the department of special education at Columbia University's Teachers College in New York City.

He says children of families in the top 25 percent of wealth in the U.S. are five times more likely to be chosen for gifted programs than are poorer students. "We haven't done a good enough job of identifying gifted children from families in poverty," says Borland, coordinator of Project Synergy, a federally funded project that's working with gifted disadvantaged youngsters in New York City's Harlem.

Part of the problem is how students are identified as gifted in the first place. Critics contend that the current system is rife with cultural bias. They say students are selected for programs in many locales on what they claim are biased intelligence tests, like the IQ exam.

Borland, like other experts, questions the validity of placing so much weight on standardized tests. He calls the IQ test "useful," but his main concern is that minorities tend to score lower.

But changing the criteria can create a political minefield. "There are intense battles over gifted and talented programs," says Peter D. Roos, codirector of Multicultural Education Training and Advocacy (META), a San Francisco-based nonprofit educational advocacy organization.

In Miami, he says, "upper-middle-class parents have fought hard to maintain predominance of the IQ test versus opening up these programs to Latino kids. The problem is that IQ tests inaccurately portray the educational abilities of poor kids, particularly kids who don't speak English well, kids whose culture is different from the predominant Anglo culture."

But change has come about in

Miami because minority advocates filed lawsuits. A state task force had to reconsider the criteria used for entrance into gifted programs, says Rosa Castro Feinberg, a member of the Dade County school board and associate professor of Education at Florida International University (FIU).

While Dade County still relies heavily on IQ tests for entrance, it now takes into consideration other factors such as a checklist of student characteristics. Students who demonstrate initiative, independent action, and curiosity are now more likely to be considered for gifted programs as well as those who score high on the IQ test.

Feinberg says that "identification procedures need refining so that there is equal access to gifted education for students no matter what their cultural background. Standards favor children of the dominant culture."

But will these new criteria work in Miami? Feinberg worries that the new criteria might overlook Native American students who are encouraged in their culture to be quiescent. Will they, she asks, be excluded because they don't ask enough questions?

Critics also contend that much of the gifted-program selection depends on language proficiency, which lowers the chances of limited-English-proficient (LEP) students, a group that might include many Hispanics.

META's Peter Roos stresses that if gifted programs want to judge students fairly, "it is crucial that the predominant instrument or mechanism is not language-based." Genius, he notes, flourishes in all countries and languages. But many of these immigrant students are not considered for gifted programs because it takes them several years to upgrade their language skills.

"Too many educators believe that you can't be both limited-English-proficient and gifted," concurs Feinberg. "To be considered gifted you must be well versed in English."

The main problem, she argues, is that most school systems do not employ enough gifted-program teachers who are sufficiently bilingual or bicultural to identify the gifted ones among the LEP population.

The perceptions of elementary school teachers also play a role in determining who gets selected or closed out of gifted programs, says Alberto Fernandez, instructional supervisor for Dade County Public Schools whose dissertation in education at FIU focused on this subject.

Most gifted students are identified early in life by elementary school teachers. To test the perceptions of Hispanic and Anglo teachers about LEP students, Fernandez surveyed 373 teachers in the Dade County school system. One survey asked about "a gifted Hispanic LEP student" and the other asked about "a gifted student."

He found Hispanic teachers were much more positive and understanding of LEP students and were willing to see them as gifted while their Anglo colleagues were not.

SEEKING SOLUTIONS

To weed out discrimination among gifted programs, investigations have been undertaken by the U.S. Department of Education's Office for Civil Rights.

"Our figures show a significant amount of underrepresentation of minority and Black students in gifted programs," says David Berkowitz, senior program analyst for Elementary and Secondary Education Policy at the Office of Civil Rights.

To rectify the situation, the Office of Civil Rights might recommend changing the assessment criteria for students, or additional in-service training for teachers, says Susan Bowers, deputy director of Policy Enforcement and Program Service for the Office of Civil Rights.

Clearly, exclusion from gifted programs damages Latino students who are of exceptional talents.

But if IQ tests should not be used as the main criterion for entering gifted programs, what alternatives would experts offer?

Roos suggests that deciding who is gifted is an extremely subjective choice, but he notes that it should be determined by educational experts who have a familiarity with "disadvantaged backgrounds" as well as expertise in linguistics and different cultures.

Feinberg recommends that teachers and counselors receive special training to enable them to identify signs of giftedness. And Bowers says school districts should go beyond standardized tests to include leadership skills, signs of creativity, and observations from teachers.

Based on their many hours observing gifted children in Harlem elementary schools, Borland proposes a more wide-ranging set of criteria than merely IQ tests. But he is most enthusiastic about old-fashioned observation. He is looking for students who become absorbed in an activity and show persistence in concluding that activity, but he is careful not to impose his middle-class values on predominantly poor children. He says, "We deliberately don't have a checklist."

Borland says that gifted minority students should receive extra support services to help them compensate for the lack of educational stimulation received at home.

Some educators say the entire concept of selecting some children as "gifted" and presumably the rest as "average" or "below average" is just anther form of bias and tracking that inevitably shortchanges lower-income and minority youngsters.

Few people in education, Borland says, want to be involved in "perpetuating or exacerbating inequality."

But Borland is optimistic that with gifted programs, the trend is toward more equality and less reliance on culturally biased IQ tests, despite such recent books as *The Bell Curve*, which argued that people are not stupid because they're poor but that they're poor because they're stupid.

Perhaps, as the bell curve is being reshaped, there will be more room in these programs for children of color. **HO**

Teaching Values in School

by Jana Rivera

"What's wrong with kids these days?"

Just about every generation has uttered those words about the generations behind them.

In the 1950s, parents worried about beer, hot rods, and cigarette smoking. In the '60s and '70s, they fretted over marijuana, acid rock, and long hair. By the '80s, the parental hot buttons were cocaine, teen pregnancy, and rap music.

But now in the '90s, the stakes seem to have risen to new and potentially dangerous heights. Parents must contend these days with the AIDS epidemic and counter the influence of gun-toting gang members who entice—or coerce—their 13-year-old to join up.

Instead of collecting wads of chewing gum, administrators are frisking students for loaded handguns.

One of the most recent films about teens, the controversial *Kids*, depicts a brutally nihilistic subculture in New York City in which one boy's sole focus in life is deflowering barely pubescent virgins.

Are things really getting worse? Federal Bureau of Justice statistics show that one in nine Black male teens will be the victim of a violent crime this year. For white male teenagers, the rate is one in 11. And most of those violent crimes will be committed by their peers.

In the wake of this seemingly increasing violence, conservative politicians are structuring entire campaigns around the buzz phrase "family values," conjuring images of Ozzie and Harriet-like order, when father knew best. And some legislators are intent on allowing prayer in the public schools in an attempt, they say, to patch up the moral fabric of the country before it is ripped to shreds.

"Since this program started two years ago, we have not had one serious bit of opposition."

—Michael Josephson, founder
Josephson Institute of Ethics

While prayer in schools remains a hotly debated issue, there seems to be a consensus among many educators and parents that teaching values and morality along with reading, writing, and arithmetic is not such a bad idea.

BUILDING CHARACTER

From New York City and New Jersey on the East Coast to Chicago and Seattle, school districts have adopted the concept of teaching values or "character" and are now struggling to get it into their schools, and hopefully into their students.

Many educators around the country believe that these districts are on the right track and that even stronger action is needed.

Kevin Ryan, director for the Center for the Advancement of Ethics and Character at Boston University, cites a recent study that says 78 percent of college students admitted to cheating when they were in high school.

While cheating takes place in any generation, Ryan believes it is more prevalent now and that today's cheaters are different: they don't feel any remorse.

"We have a generation of young people who, through no fault of their own, have been largely excluded from the moral heritage of the country," Ryan says. "It is the oldest mission of education to pass on to the young, a moral compass, if you will, and to help them to acquire the personal and social values and behaviors they need."

Kevin Walsh, associate professor of education at the University of Alabama, agrees, saying, "Up until about the early 1960s, 'character education' was part and parcel of the curriculum. But in the '60s we literally threw it out, and it became a word that was somewhat antiquated in education. Now, 30 years later, because of the serious social decay that we are experiencing in this country, it has been catapulted into being probably the major emphasis of the 1990s."

Call it "character education" or what you will, the issue of putting the teaching of values and moral behavior back into the classroom immediately begs the question: whose values?

The answer, according to the experts: everyone's values. This is not to say that we will require teachers to argue both sides of the single-family parenting issue or both sides of the prayer-in-school issue. In fact, proponents of character education don't intend on discussing these types of divisive issues at all. Instead, they say, we will be teaching "universal" values that everyone can agree on.

"There are," says Walsh, "universal morals that must be given to each individual in any society in order for that society to exist. If you don't have these, society cannot continue to exist—I don't care what society it is."

Ryan adds, "Clearly there is a value consensus in every enduring culture, and these are cross-cultural values. In the United States, being a democratic society, we have a set of values that are quite clear and can be quickly discovered when people sit down together."

That is exactly what the Josephson Institute of Ethics in California's Marina del Rey did, in 1992, when the institute held a conference involving religious and secular leaders, conservatives and liberals, and groups including the Boy Scouts and Girl Scouts. The goal was to see if this very diverse group could arrive at a common set of values. Out of this conference came what the institute calls the six pillars of character: trustworthiness, responsibility, respect for others, fairness, caring, and citizenship.

Since then, according to the institute's founder, Michael Josephson, these six pillars have been adopted by about 450 school districts, including Dallas, Toledo, and Albuquerque.

Its adherents say that there is a set of core values in this society that must be passed. In a 1974 article, "Social Consciousness and Discipline," written before character education was in vogue, Kevin Walsh listed the universal morals as respect for human life, respect for human dignity, truthfulness, courage, and compassion. To these he added five hidden essential morals: a work ethic, perseverance, constructive self-criticism, cooperation, and responsibility to family. At that time no journal was interested in his article, which is still the cornerstone of his views on teaching values.

According to Walsh, "I've spoken to audiences all over this country, and I've never had one person walk up to me and say, 'I don't think my child should develop those.' "

Teaching such values has become part of the curriculum in San Antonio, where the independent school district turned to a local organization, the American Institute of Character Education.

Says Amy Jo Baker, San Antonio curriculum specialist: "The children treat each other with more consideration, and there are fewer referrals to the office. Also, there is a direct correlation between positive self-esteem and academic achievement."

But are there some inherent dangers in mixing character and values with the ABCs? Aren't these lessons bound to have some religious overtones? And what about the chance of overzealous teachers stepping beyond that boundary of universal values and discussing a few of their own? Abortion rights, for example?

Ryan, Walsh, and Josephson agree that there are dangers involved, but they also argue that a greater danger lies in not teaching values.

Josephson agrees that parents need to be vigilant of potential abuses by individual teachers with their own agenda. "The community and the parents know overtly what values we are trying to teach," he says. "If you start teaching something else, it seems to me they can then say, 'Wait a minute, that is not what we agreed on.' Since this program started two years ago, we have not had one serious bit of opposition."

Similarly, Baker reports no opposition whatsoever in the San Antonio area to the values curriculum that has been adopted. In fact, she says, both parents and teachers request it. The only drawback, so far, has been funding the program in schools that barely have the resources for the basics.

Another obstacle facing the character-education movement is teacher training. Experts agree that character education should be an integral part of every class, every sport, and every activity in the school, not taught as a separate subject. This means all teachers are involved.

Institutes such as the Josephson Institute and the American Institute of Character Education are putting trainers into the field to assist teachers, but the schools of education have been slow to follow on this trend.

"The real failure here, and the thing that discourages me the most about making progress," says Ryan, "is the fact that the universities are so far away from this topic. And that's a shame."

Walsh says he has had the same experience. He fears that instead of being the leaders of character education, universities won't act until state mandates and school systems begin to demand teachers trained in character education.

He says, "I blame teacher education for its failure to perceive that character education is vitally important to the preparation of the next generation." **HO**

Creating GREAT EXPECTATIONS

by Gary M. Stern

In 1989, a study commissioned by the College Board found that a major roadblock to higher education for Black and Hispanic students was their failure to take advanced-level math in high school.

This is not, unfortunately, a startling revelation to educators. But the twist is that the College Board developed a program for guidance counselors—not students—with the goal of raising the expectations of students through these trusted advisers.

After the introduction of Equity 2000, nearly 80 percent of high school students in Maryland's Prince George's County public schools are passing algebra and geometry.

In Equity 2000, guidance counselors encourage minority students to follow a college-prep curriculum rather than taking more basic courses like consumer or business math.

Already implemented in six cities nationwide—Fort Worth, Texas; Nashville, Tenn.; Providence, R.I.; Milwaukee, Wis.; San Jose, Calif.; and Prince George's County, Md.—the program is serving as a model to prove that minority students can succeed in these challenging courses if they receive supportive, focused guidance counseling.

"Counselors can influence who can and who cannot succeed," says Mildred Hudson, program officer in charge of School Guidance and Counseling at the DeWitt Wallace-Reader's Digest Fund, Equity 2000's largest single funder. "They are instrumental in letting students know about college opportunities, scholarships, and other options. Counselors and math teachers are particularly important in opening up access to higher education and other postsecondary opportunities."

The DeWitt-Wallace Reader's Digest Fund, a major supporter of many educational programs, provided $6 million, followed by $4.25 million from the Ford Foundation, $4.2 million from the National Science Foundation, $2 million from the Rockefeller Foundation, and about $500,000 each from the Carnegie, Hewlett, and Aetna Foundations. Grants end after next school year, and it will be up to the individual districts to keep the initiative going.

Equity 2000 also shows that the system of tracking, which often means that Latino and African-American students are steered toward less rigorous math courses, can be devastating and might contribute to the high dropout rate of minority students.

Vinetta Jones, the national director of Equity 2000 at the College Board in New York City, blames the system of tracking, which separates students in classes by perceived ability, for under-educating minority and disadvantaged students.

Jones believes that tracking dilutes and adulterates the education that minority students receive and minimizes their chances of moving on to college. Simply put: Without sufficient math background, these minority students cannot compete for higher education.

Her beliefs are bolstered by the College Board-commissioned study that found that in 1989 an overwhelming majority—about 80 percent—of Black and Hispanic students failed to take geometry and algebra in high school, greatly reducing their chances of acing the SAT and getting into a four-year institution.

One assumption of Equity 2000 was the influential role that guidance counselors have on a student's view of his or her own expectations and in course selection. In view of that fact, a major component of Equity 2000 is a one-week in-service training that guidance counselors receive during the summer. This training, says Jones, focuses on "the power of expectations and a look at their [the guidance counselors'] beliefs and how their expectations play into everything."

Because counselors in urban schools often handle a huge workload, they are taught how to advise large groups, not just conduct one-on-one sessions with students, which in reality occur all too infrequently. They also learn how to help students obtain financial aid and how to raise the aspirations of all students, but, in particular, minorities.

Principals were also involved and trained to be supportive of the program, and an on-site coordinator oversees the project in each district. As Jones says, "You can give considerable in-service training for guidance counselors and teachers, but when they return to school, what they learned can be either supported or killed. The principal is key. We wanted the principals to understand math reforms."

Mildred Hudson underscores how important the role of the guidance counselor is to the success of minority students, who often don't have the role models that are available to more affluent youngsters.

In addition, Hudson cites studies that have shown that guidance counselors in most U.S. urban high schools handle as many as 600 students and have found that at many rural schools there are no counselors whatsoever.

While Equity 2000 has not completed a study of the program's efficacy, Hudson says preliminary data reveal that "if you encourage students to seek new opportunities, they will. The number of minority children who are expressing an interest in higher education has increased. Poor children from all cultural backgrounds have higher aspirations and are then learning what they must do to meet their goals."

The school system in Providence, R.I., which is 74 percent minority, is a vivid example of Equity 2000's potential for success.

In Providence during the 1990-91 school year, only 135 Hispanic ninth graders studied algebra. Three years later, after the implementation of Equity 2000, the number of Hispanics taking algebra had soared to 675. Meanwhile, the system's drop-out rate has declined from 52 percent a decade ago to 28 percent last school year.

Providence Schools Superintendent Dr. Arthur Zarella, says the program "opens doors to higher education" for many minority students. Many students, especially minorities, became discouraged when they reached 11th or 12th grade and realized that they lacked the necessary algebra and geometry requirements, he says.

Without the internal fortitude and parental support, poorer students often decided not to apply to college, he continues.

Similarly, prior to Equity 2000, in the predominantly minority Prince George's County Public Schools, only 35 percent of students studied algebra.

Most students in the system, which is 70 percent African-American and 8 percent Hispanic, studied either general or consumer math. Patricia Martin, the system's chief educational administrator, acknowledges that these courses were "watered-down math."

So, Prince George's County took a big step and eradicated these courses. Students had no choice but to take algebra in the ninth grade and geometry in 10th grade.

As a safety net for students who were having problems, peer tutoring and special teacher tutoring were arranged to help students pass the required courses. The result: Nearly 80 percent of students are passing algebra and geometry.

Also, as part of Equity 2000, math teachers were retrained in a special two-week intensive summer program on how to teach algebra and geometry in a way that related to students' lives. The courses became more practical and less theoretical and abstract. This training was sustained throughout the school year in afterschool workshops, which teachers were paid to attend.

As in all the Equity 2000 sites, guidance counselors attended the five-day summer institute.

Martin says more students are applying to college because they now have the advanced math required.

Equity 2000 has proven such as boon in Providence that Zarella has decided to pay for the site coordinator out of local school funds and to continue the program after the grant ends. Equity 2000 has provided "impetus for reform throughout the entire system. Money now goes into staff development and curriculum review," says Zarella.

But the superintendent is quick to note that this program is no panacea to educational ills. Latino students are still failing advanced math courses in large numbers. He cites that more support programs and drop-out prevention programs, as well as advanced courses in other disciplines, are needed to strengthen minority high school students.

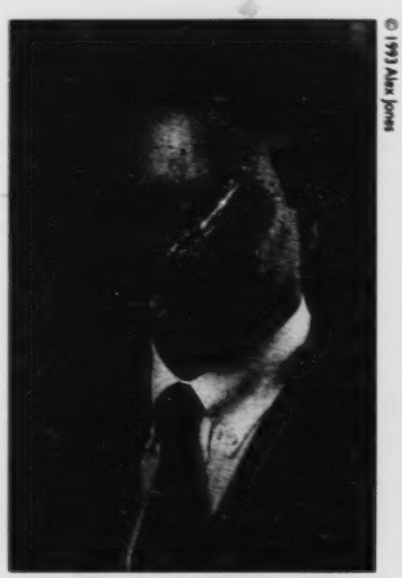
What can other school systems learn from Equity 2000? Patricia Martin says, "Quality staff development over time—not a one-shot deal but ongoing and continuous—is essential to improving math teaching and guidance counseling."

Vinetta Jones says that Equity 2000 demonstrates that "math is a starting point" to success in academic achievement for minority students. She adds, "It's no longer socially acceptable to say that these kids can't learn." **HO**

URBAN SCHOOLS AND HISPANIC YOUTH

by Michael Casserly

Michael Casserly is executive director of the Council of the Great City Schools based in Washington, D.C.



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The futures of a great many Hispanic youths rest in the hands of America's urban public schools. Some 30 percent of all Hispanic students in the country—and almost 40 percent of all limited-English-proficient youngsters—attend just 50 of these urban school systems out of the nation's total 15,000 districts. Unfortunately, present indicators of success are not strong for these students. Consider the following statistics gathered about Hispanics in urban schools by the Council of the Great City Schools for the 1992-93 school year.

1. In reading achievement, 32 percent of urban Hispanic K-6th grade students scored above the 50th percentile, while 30.4 percent of 7th-8th graders did, and 24.2 percent of 9-12th graders.

2. In mathematics, 41.2 percent of urban Hispanic K-6th grade students scored above the 50th percentile, while 31.8 percent of 7th-8th graders did, and 36.0 percent of 9-12th graders.

3. Only 28.6 percent of Hispanic 10th graders in urban schools had successfully completed a first-year course in algebra.

4. Only 2.9 percent of Hispanic 11th and 12th graders in urban schools had successfully completed an advanced placement or international baccalaureate course in English, while only 1.2 percent had in mathematics, and 1.7 percent had in science.

5. Annual drop-out rates among Hispanic students were 15.1 percent or higher in 36.8 percent of urban schools.

6. While Hispanics comprised 27.9 percent of all urban students, only 16.8 percent of urban school graduates were Hispanic.

7. And consider student-teacher ratios. There was one Hispanic urban school teacher for every 60.9 Hispanic urban student, compared with one white teacher for every seven white students.

These statistics are not good, to say the least. Some context is important, however. First, the number of Hispanic students in urban schools increased by 48.6 percent from 1982-83 to 1992-93, a gain that was apparently too swift for adequate programming. Second, almost all of the trend-lines in these disappointing indicators are moving in the right direction, showing much-needed progress.

Is there any reason for hope? Actually, yes. Urban schools are probably better prepared in terms of program and sensitivity to meet the needs of Hispanic students than are almost any other schools around. The academic performance of poor and African-American students, for instance, the bulk of whom also go to urban schools, has been increasing at rates that are far greater than those of their counterparts not attending urban schools.

The reason for these disproportionate gains is that urban schools try harder. At-risk children comprise a larger portion of the urban identity, and this compels boards, administrators, and teachers to tailor their efforts more closely to the kids. The sheer numbers of Hispanic kids make it impossible for urban schools to ignore them; they are now integral threads in the educational fabric of cities. Urban schools are now devoting considerable energy to engineering better programs to keep trend-lines moving up. But are we there yet? I'm afraid the numbers say we aren't. **HO**

Publisher's Picks

Our April 15, 1995, issue ranking the top 100 colleges and universities that are best at graduating Hispanic students generated a great deal of response from our readers. Most of the comments were positive ones, but some suggested that we might want to expand beyond graduation statistics and offer a look at colleges that have outstanding academic programs for Hispanics. As a result, I reviewed the literature and catalogs of more than 2,500 institutions in search of financial aid, scholarships, remedial programs, ESL, tutoring, mentoring, Hispanic Studies Departments, Hispanic campus organizations, Hispanic faculty and adminstrators, and other services that are designed to help Hispanic students succeed. Based on my research, I have compiled a list of over 800 recommended colleges for Hispanics.

I hope that this list will help the estimated 150,000 Hispanic students entering college for the first time in the fall of 1996 select the colleges they will be applying to for admission. To this end, 2,483 high school guidance and counseling departments are receiving copies of this issue.

My hope is that the colleges appearing on this list will continue to improve their programs and their ranking and that those not yet on the list will do their utmost to make the 1996 list by sending information directly to:

Jose Lopez-Isa, Publisher
The Hispanic Outlook in Higher Education
P.O. Box 68, Paramus, New Jersey 07652-0068

Jose Lopez

HIGHLY RECOMMENDED

Arizona

Arizona State University
Northern Arizona University
University of Arizona

California

California State University at Dominguez Hill
California Polytechnic State University at San Luis Obispo
California Polytechnic State University at Pomona
California State University at Northridge
California State University at San Bernardino
California State University at Fullerton
California State University at Fresno
California State University at Hayward
California State University at Sacramento
California State University at Chico
California State University at Los Angeles
California State University at Long Beach
California State University at San Marcos
Devry Institute of Technology
Golden Gate University
Loyola Marymount University
National University
Pepperdine University
San Diego State University
San Francisco State University
San Jose State University
Stanford University
University of California at Los Angeles
University of California at Santa Barbara
University of California at Berkeley
University of California at Davis
University of California at Oakland
University of California at Irvine
University of California at Riverside
University of California at Santa Cruz
University of California at San Diego
University of Laverne
University of Southern California

Colorado

Colorado State University
Metropolitan State College
University of Colorado
University of Southern Colorado

Florida

Barry University
Florida Atlantic University
Florida Institute of Technology
Florida International University
Florida State University
Nova Southeastern University
Saint Thomas University
University of Central Florida
University of Florida
University of Miami
University of South Florida

Georgia

Georgia Institute of Technology

Illinois

DePaul University
Loyola University of Chicago
Northern Illinois University
Southern Illinois University
University of Chicago
University of Illinois at Chicago
University of Illinois at Urbana

Maryland

University of Maryland

Massachusetts

Boston College
Boston University
University of Massachusetts

Michigan

Michigan State University
University of Michigan

Missouri

Saint Louis University
Webster University

New Jersey

Jersey City State College
Rutgers, The State University at Newark
Rutgers, The State University at Camden
Rutgers, The State University at New Brunswick

New Mexico

New Mexico Highlands University at Las Vegas
New Mexico State University at Las Cruces
University of New Mexico

New York

Boricua College
Brooklyn College
Columbia University
Cornell University
CUNY Baruch College
CUNY Herbert H. Lehman College
CUNY Hunter College
Fordham University
John Jay College of Criminal Justice
Mercy College
New York City College
New York University
Queens College
St. John's University
State University of New York
SUNY at Albany
SUNY at Stony Brook
SUNY Regents College

Pennsylvania

Pennsylvania State University
University of Pennsylvania

Texas

Incarnate Word College
Laredo Community College
Our Lady of Lake University
Southwest Texas State University
St. Edward's University
St. Mary's University
Sul Ross State University
Texas A&M International University
Texas A&M University at College Station
Texas A&M University at Corpus Christi
Texas A&M University at Kingsville
Texas Technical University
University of North Texas
University of Texas at Arlington
University of Texas at Austin
University of Texas at El Paso
University of Texas at Brownsville
University of Texas Pan American
University of Texas at San Antonio

Virginia

George Mason University

Washington

University of Washington

Wisconsin

University of Wisconsin

STRONGLY RECOMMENDED

Arizona

Arizona State University West
Cochise College
Northern Arizona University

California

California Institute of Technology
California State University at Bakersfield
California State University at Turlock
Chabot-Las Positas Community Colleges
Charles R. Drew University
College of Osteopathic Medicine
College of the Desert
Contra Costa Community Colleges
Dominican College of San Rafael
El Camino College
Foothill College
Foothill-DeAnza Community Colleges
Hartnell College
Long Beach City College
Los Angeles Community Colleges
Los Rios Community College
Mira Costa College
Palomar College
Pasadena City College
Riverside Community College
San Diego Mesa College
San Francisco Art Institute
Santa Clara University
Santa Monica College
Solano Community College
University of California at San Francisco
University of San Diego
University of San Francisco
Victor Valley College

Colorado

Adams State College
University of Northern Colorado
Western State College

Connecticut

Central Connecticut State University
Eastern Connecticut State University
Fairfield University
Manchester Community Technical College
Naugatuck Valley Community Technical College
Northwestern Connecticut Community Technical College
University of Connecticut
Western Connecticut State University
Yale University

Delaware

Delaware Technical Community College

Florida

Broward Community College
Caribbean Center for Advanced Studies Miami Institute of Psychology
Daytona Beach Community College
Florida Community College
Florida Gulf Coast University
Hillsborough Community College
Miami-Dade Community College
Palm Beach Community College
Seminole Community College

University of West Florida

Georgia

Agnes Scott College
Dekalb College
Emory University
University of Georgia

Illinois

American Academy of Art
College of DuPage
College of Lake County
Elmhurst College
Governors State University
Illinois State University
North Central College
Robert Morris College
Waubonsee Community College
Western Illinois University
Wheaton College
William Rainey Harper College

Indiana

Ball State Univerity
Butler University
Indiana University Purdue
Indiana University South Bend
Purdue University
Taylor University
University of Notre Dame
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Iowa

Grinnell College
University of Iowa
University of Northern Iowa

Kansas

Bethel College

Kentucky

Midway College

Maine

Bowdoin College
University of Maine

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Montgomery College at Rockville
Montgomery College at Takoma Park
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Washington College

Massachusetts

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Bentley College
Bradford College
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Cape Cod Community College
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Emmanuel College
Fitchburg State College
Framingham State College
Gordon College
Greenfield Community College
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Lesley College
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Stonehill College
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Wheelock College
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Worcester Polytechnic Institute

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Maddona University
Muskegon Community College
Oakland University
Siena Heights College
University of Michigan
Wayne State University

Minnesota

Carleton College
Gustavus Adolphus College
Mankato State University
North Hennepin Community College
Saint John's University
Saint Olaf College
Southwest State University
University of Minnesota at Minneapolis
University of Minnesota at Duluth
Willmar Community College

Mississippi

University of Mississippi at University
University of Mississippi at Jackson

Missouri

Southeast Missouri State University

Nebraska

University of Nebraska at Omaha
University of Nebraska at Lincoln
Western Nebraska Community College

Nevada

University of Nevada

New Hampshire

Keene State College
Plymouth State College

New Jersey

Bergen Community College
Burlington County College
DeVry Technical Institute
Drew University
Kean College
Montclair State University
New Jersey Institute of Technology
Ocean County College
Princeton University
Ramapo College of New Jersey
Raritan Valley Community College
Rider University
The Richard Stockton College
Trenton State University
UMDNJ at Newark
UMDNJ School of Osteopathic Medicine
UMDNJ, New Jersey Dental School
UMDNJ, Robert Wood Johnson Center at New Brunswick
UMDNJ, Robert Wood Johnson Center at Piscataway
William Paterson College

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Eastern New Mexico University at Roswell
Western New Mexico University

New York

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City University of New York
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Colgate University
CUNY-Borough of Manhattan Community College
D'Youville College
Fashion Institute of Technology

Finger Lakes Community College
Hartwick College
Iona College
Long Island University
Manhattan College
New School for Social Research
New York Institute of Technology
Pace University
Russell Sage College
Sarah Lawrence College
Skidmore College
St. Lawrence University
St. Thomas Aquinas College
Suffolk Community College
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SUNY at Oneonta
SUNY at Oswego
SUNY at Utica-Rome
SUNY College at Brockport
SUNY College at Buffalo
SUNY College at Cortland
SUNY College at Geneseo
SUNY College at New paltz
SUNY College at Plattsburgh
SUNY College at Purchase
SUNY College of Technology at Farmingdale
SUNY Empire State College at Saratoga Springs
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SUNY Health Science Center at Syracuse
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Ohio State University at Columbus
Ohio State University at Newark
Ohio Wesleyan University
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University of Cincinnati
Wittenberg University
Youngstown State University

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University of Oklahoma
University of Tulsa

Oregon

Oregon State University
Portland Community College
University of Oregon
Western Oregon State College

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Bucknell University
Carnegie Mellon University
Cheyney University
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East Stroudsburg University
Eastern College
Edinboro University, Edinboro
Franklin and Marshall College
Gettysburg College
Harrisburg Area Community College
Haverford College
Indiana University of Pennsylvania
Kutztown University
Millersville University
Montgomery County Community College
Moravian College
Swarthmore College
Temple University
The University of the Arts
University of Pittsburgh at Pittsburgh
University of Pittsburgh at Bradford
Villanova University
American University

Rhode Island

Brown University

South Carolina

Winthrop University

Tennessee

University of Tennessee

Texas

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Texas Woman's University
University of North Texas at Fort Worth
University of Houston at Houston
University of Houston at Victoria
University of Texas-Health Science

Utah

University of Utah
Utah State University

Vermont

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University of Vermont

Virginia

Longwood College

Washington

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Clark College
Eastern Washington University
Edmonds Community College
Evergreen State College
Gonzaga University
Highline Community College
Shoreline Community College
Skagit Valley College
Tacoma Community College
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Wisconsin

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University of Wisconsin
University of Wisconsin Parkside

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Stillman College
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University of Alabama at Tuscaloosa

University of Alabama at Birmingham
University of Alabama at Huntsville

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University of Arkansas Medical Science at Little Rock
University of Arkansas at Monticello
University of Arkansas at Fayetteville

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San Jose/Evergreen Community College
Santa Barbara City College
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University of the Pacific
Ventura College

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Connecticut College
Norwalk Community-Technical College
Quinnipiac College
Southern Connecticut State University
Trinity College
Wesleyan University

Delaware

University of Delaware
Wesley College
Widener University School of Law

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Bethune Cookman College
Brevard Community College
Florida A&M University
Gulf Coast Community College
Lake City Community College
Santa Fe Community College
South Florida Community College
Tallahassee Community College
University of North Florida

Georgia

Abraham Baldwin Agricultural College
Albany State College
Atlanta College of Art
Augusta College, Augusta
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Darton College
Georgia College
Georgia Southern University
Georgia State University
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University of Hawaii

Idaho

Idaho State University

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Sangamon State University
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Iowa

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Mississippi State University
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University of Missouri at Rolla
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Sussex County Community College
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New Mexico

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New York

Albany Law School Union University
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Cooper Union
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Hobart & William Smith Colleges
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Hudson Valley Community College
Ithaca College
Jefferson Community College
La Guardia Community College
Le Moyne College
Marymount Manhattan College
Medaille College
Medgar Evers College
Monroe Community College
Nassau Community College
Nazareth College of Rochester
New York Chiropractic College
Niagara University, Niagara University
Onondaga Community College
Pace University New York Campus
Pratt Institute
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Roberts Wesleyan College
Rochester Institute of Technology
Siena College
Suffolk County Community College
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SUNY College at Cobleskill
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SUNY College of Technology
SUNY Maritime College
SUNY System Office
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York College

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Barber Scotia College
Bennett College
Carteret Technical College
Central Piedmont Community College
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Fayetteville State University
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North Carolina Central University
North Carolina State University
North Carolina University School of Law
University of North Carolina
Wake Forest University
Western Carolina University
Wilkes Community College

Ohio

Baldwin Wallace College
Bowling Green State University
Capital University
Denison University
Kent State University
Kenyon College
Malone College
Miami University at Oxford
Miami University at Middletown
Mount Union College
N.E. Ohio University/Medicine
Ohio State University
Ohio University Main Campus
Otterbein College, Westerville
Sinclair Community College
Union Institute
United Theological Seminary
University of Akron, Akron

University of Cincinnati
University of Dayton
Wilmington College
Wright State University
Xavier University

Pennsylvania

Albright College
Bucks County Community College
Carlow College
Clarion University at Clarion
Clarion University at Oil City
Delaware Valley College
Dickinson College
Dickinson School of Law
Drexel University
Geneva College
Juniata College
Keystone Junior College
Lafayette College
Lehigh University
Lincoln University
Neumann College
Pennsylvania College of Technology
Pennsylvania State University at Middletown
Pennsylvania State University at Hershey
Pennsylvania College of Podiatric medicine
Point Park College
Shippensburg University
The Wharton College
Thomas Jefferson University
University of Pittsburgh
University of Scranton
Ursinus College
Valley Forge Military College
West Chester University of Pennsylvania
Westminster College

Rhode Island

Bryant College
Community College of Rhode Island
Providence College
Rhode Island School of Design
University of Rhode Island

South Carolina

Allen University
Benedict College
Clemson University
Coastal Carolina University
College of Charleston
Converse College
Florence-Darlington College
Francis Marion College
Furman University
Greenville Technical College
Medical University of South CarolinaMidlands Technical College
Morris College
Orangeburg-Calhoun Technical College
South Carolina State College
University of South Carolina at Columbia
University of South Carolina at Spartanburg
Wofford College
Northern State University

Tennessee

Austin Peay State University
Chattanooga State Technical Community College
East Tennessee State University
Fisk University
Jackson State Community College
Knoxville College
Lemoyne Owen College
Memphis State University
Middle Tennessee State University
Northeast State Technical Community College
Pellissippi State Technical Community College
Shelby State Community College
State Technical Institute Memphis
Tennessee State University
Tennessee Technological University
Tusculu College
University of Tennessee at Chattanooga
University of Tennessee at Martin
University of Tennessee at Memphis
University of Tennessee at Knoxville
Vanderbilt University

Texas

Austin Community College
Baylor College of Dentistry
Huston-Tillotson College
Lamar University, Beaumont
San Antonio College
Texas Southern University
Texas Technical University Health Science
University of Texas at Dallas

Vermont

Saint Michael's College

Virginia

Central Virginia Community College
College of William and Mary
Danville Community College
Eastern Shore Community College
Emory and Henry CollegeHampton University
J. Sargeant Reynolds Community College
James Madison University
Lord Fairfax Community College
Mary Baldwin College
Mary Washington College
Medical College of Hampton Roads
Mountain Empire Community College
Norfolk State University
Northern Virginia Community College
Old Dominion University
Paul D. Camp Community College
Randolph-Macon Woman's College
Rappahannock Community College, Glenns
Thomas Nelson Community College
University of Richmond
University of Virginia
Virginia Commonwealth University
Virginia Military Institute
Virginia Polytechnic Institute
Virginia State University

Washington

Bellevue Community College
Centralia College
University of Puget Sound

Washington, DC

Catholic University of America
D.C. School of Law
George Washington University
Georgetown University
Howard University
Strayer College
Trinity College

West Virginia

Marshall University
Potomac State College
University System of West Virginia
West Virginia Graduate College
West Virginia Northern Community College
West Virginia State College
West Virginia University
West Virginia Wesleyan College

Wisconsin

Beloit College
Milwaukee Area Technical College
University of Wisconsin,
University of Wisconsin-Stout

Wyoming

University of Wyoming

DECEMBER 8, 1995

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THE HISPANIC Outlook IN HIGHER EDUCATION

The Browning of California's Campuses

Story, page 6

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College departments that once provided only a few courses in Latino or Chicano studies are now opening special centers and offering advanced degrees.

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Although his parents hoped "only" that he would "at least finish high school," Dr. Martinez eventually pursued his doctorate and became a college president.

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Proposed cuts for the NEA and NEH could adversely affect minority artists and educators.

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(Cover) Valedictorian Mario Lara, with Marian award winner Michelle Ferritto, is one of the growing numbers of Hispanic students at Loyola Marymount University in Los Angeles.

Cultural Agencies Face Huge Cuts

by Ines Pinto Alicea

The National Endowment for the Arts (NEA) and National Endowment for the Humanities (NEH) appear to have been spared from extinction by Congress, but both agencies face deep budget cuts that will affect Latino educators and artists as well as programs for Latinos.

Eduardo Diaz, director of arts and cultural affairs for the city of San Antonio, says, "The Latino community will definitely be negatively impacted. Some programs for Latinos will fall by the wayside."

Diaz believes that among the first programs facing elimination will be outreach programs for the Latino community operated by mainstream organizations.

John Hammer, director of the National Humanities Alliance, a Washington-based humanities advocacy group, agrees, saying, "It means that it will be harder to get any project supported. The pressure on the endowments won't be going away anytime soon."

Hammer said that one area that will be drastically affected by the cuts are NEH-sponsored seminars for teachers and professors of humanities. Already, many of those programs have been canceled as the agency determines what cuts it will have to make.

NEA grants have helped a number of Latino artists during their careers, including dancer and choreographer Jose Greco and writer Oscar Hijuelos, who won the Pulitzer Prize for fiction for his novel *The Mambo Kings Play Songs of Love*.

Lawmakers reduced the NEH budget by 37 percent to $110 million for the upcoming fiscal year and voted to cut the NEA's budget 40 percent to $99 million.

Republicans argue that the endowments are elitist and support art that many Americans find objectionable. "It has become increasingly clear in recent years that the American taxpayers are uncomfortable with the large amount of their money that we have given to the NEA and NEH," asserts Rep. William Goodling (R-Pa.), who chairs the House Economic and Educational Opportunities Committee.

Goodling has said that he would like the NEA privatized, and other House Republicans, including Rep. Ralph Regula of Ohio, chairman of the Appropriations Subcommittee, want the agency eliminated.

House Speaker Newt Gingrich (R-Ga.) has described the arts endowment as "patronage for an elite group" and contends that private organizations should fund the arts.

Endowment supporters, however, say that programs funded through the NEA and NEH are far from elitist and that government funding will be hard to make up through private sources. They say that the goal of the 30-year-old NEA is to extend the reach of the arts by encouraging the creation of local and regional theater, dance, opera, and museums and by stimulating local financial support for them. NEA Chairwoman Jane Alexander has said that every dollar of federal money attracts $11 in private donations.

Supporters point out that NEH grants go to such diverse projects as preserving newspaper collections, assisting state humanities councils in promoting such things as reading and discussion groups, bringing library and museum exhibits and other humanities programs to the public, and helping fund the Corporation for Public Broadcasting, home to beloved, top-notch children's programs like *Sesame Street*.

Among its most recent and better-known projects are the establishment of the Library of America series, an electronic database of the entire body of ancient Greek texts, and funding for film director Ken Burns' popular PBS documentary on the Civil War. The NEH also provides grants to individual philosophers and historians and other humanistic scholars. (Only 6 percent of NEH funds go to individuals.)

"Commercial vendors are not exactly scrambling for the privilege of providing these kinds of culturally important projects that preserve and present our cultural heritage," argues NEH Chairman Sheldon Hackney.

"The foundation world has said that it's going to be impossible to give more to make up the loss of federal funds," echoes Jim Turner, a spokesman for the NEH, which provides about two-thirds of all humanities grants. Museums and libraries are already in trouble; to cut their lifeline will have a pretty disastrous effect."

The NEA got more bad news when Sen. Jesse Helms (R-N.C.) succeeded in his long-thwarted effort to ban NEA grants for underwriting art deemed sexually explicit. Alexander has said that she believes the Helms amendments would lead to First Amendment battles. "Stringent restrictions on content are an anathema to artists and to the creative process and might ultimately cost the American taxpayers more money when they are challenged in the courts," Alexander has reportedly said.

The debate over the fate of the endowments has not been limited to Congress. Everyone, from celebrities like Charlton Heston to First Lady Hillary Rodham Clinton, has had something to say.

In a recent *New York Times* editorial, the First Lady wrote, "Public support for the arts is a downpayment on our future. It is an investment in the values we claim to honor and in the cultural traditions in which democracy has flourished for 218 years."

But conservative critics of the endowments, like William J. Bennett, head of the NEH under President Ronald Reagan, and Lynne Cheney, who held the post in the Bush Administration, have long wanted to eliminate the federal cultural agencies.

"The endowments have done at least as much harm as they have done good in terms of the cultural life of our nation," Bennett said at a hearing earlier this year in Congress.

One way that the NEA is planning to deal with its budget cut is to limit grants for projects to one institution or one individual per year, Hammer said.

While the NEH became the target of the fiscally conservative Congress recently, the NEA has been under attack for the past few years. Congress has considered eliminating the NEA a number of times in the past, but such proposals were soundly rejected in the House in 1993 and 1994.

Supporters of NEA say that the agency has provided more than 100,000 grants with only a few dozen of those becoming controversial. They argue that federal-government arts funding in the United States is paltry compared with that in other western nations. Moreover, supporters add that the nonprofit arts industry generates $36.8 billion annually and supports 1.3 million jobs. HO

COMING
DEC. 22 ...

Hispanic Faculty,
Administrators and
Trustees

Desegregation Plans Challenged

From Denver to Seattle to Wilmington, Del., school districts are trying to halt court-ordered desegregation plans that call for busing students to facilities outside of their neighborhoods.

Cities including Norfolk, Va., and Oklahoma City have already eliminated mandatory busing, and others are revisiting the issue in the wake of court decisions limiting the responsibilities of schools to foster desegregation.

In a critical ruling earlier this year, a state court in Connecticut found that the state was not responsible for the substandard conditions of the Hartford schools and did not need to promote desegregation between the city and its suburbs. This decision followed similar Supreme Court defeats for proponents of school busing.

Rollbacks on desegregation initiatives come as some whites and minorities have become disillusioned with the public schools in general and, in particular, school busing, which in many cases has led to white flight to private schools.

Task Force Tackles Hispanic Drop-Out Rate

A group of Hispanic educators dedicated to seeking ways of lowering the Hispanic drop-out rate will gather this month in San Antonio.

Created by the U.S. Department of Education, the Hispanic Dropout Project is made up of seven educators from around the country, including some with firsthand experience working with high school students and at-risk youth. The group, headed by Walter Secada of the University of Wisconsin, met for the first time in Washington, D.C., in September and will continue meeting throughout 1996.

A recent report from the American Council on Education (ACE) found that in 1993, Hispanics made up 29 percent of all dropouts even though they accounted for only about 12 percent of the 16-to-24-year-old population.

Doctoral Programs Ranked

Public institutions and non-Ivy League schools made significant gains in a recent ranking of the nation's best doctoral programs.

The four-year study called "Research-Doctorate Programs in the United States" was completed by the National Research Council, an independent organization chartered by Congress.

Big winners were the financially pressed public universities in California, including the University of California at Berkeley, which had 35 of its 36 departments rated among the top 10 in their fields and the University of California at Los Angeles with 13 departments in the top 10.

Unlike commercial rankings done by newsmagazines, these ratings were reached strictly through looking at academic criteria— including reputation, publications by faculty, and length of time to graduate—rather than at such factors as tuition or financial aid. HO

Compiled by Amalia Duarte from news reports.

Minority Students Outnumber Whites

by Gary M. Stern

California's white population is expected to dip below 50 percent next year, but for the state's college campuses, that's old news.

For administrators and educators on the West Coast, the "browning of California" has already taken place in that minorities have taken over campuses as the new majority. Indeed, at the University of California at Berkeley, the so-called minority population has reached nearly 60 percent. This school year, 39 percent of Berkeley students are Asian-Americans (including Japanese, Chinese, Filipino, and East Asian), 14 percent are of Hispanic descent, and nearly 6 percent are African-Americans.

Nearly two-thirds of Hispanics at Loyola Marymount University graduate.

Likewise, at the University of California at Los Angeles (UCLA), the first-year-student minority population has reached nearly 75 percent, including 43 percent Asian-Americans and 20 percent Latinos. White students are only about one-third of incoming students, says Rae Lee Siporin, director of undergraduate admissions.

Outside the UC system, schools, including California State University (CSU) at Northridge, have seen the minority population outpace whites. Carmen Ramos Chandler, director of news and information at CSU at Northridge, says that last year the minority population reached 55 percent, including a 19 percent Hispanic student population. "The traditional white middle class has been steadily leaving Los Angeles and replaced through the massive increase in Latinos and Asians," she says.

As the white student population dwindles on campus, universities are working to hire more professors of color and to expand program offerings to meet the special needs of minority students. Blenda Wilson, CSU at Northridge's president, has made hiring more women and minority professors a priority during her tenure. And to encourage the success of minority students, Northridge has created a special program for 100 Hispanic students in engineering and has inaugurated a minority business program. Other recent initiatives include a well-respected Chicano studies department that teaches college-credit courses at Los Angeles high schools, and an outreach program to the growing Hispanic community.

But the transition to predominantly minority campuses hasn't been without a few glitches. For example, last year at CSU-Northridge, Black students protested the hiring of a white faculty member to teach remedial English in Pan African studies. At UCLA two years ago Latino students staged demonstrations and a hunger strike aimed at getting a Chicano studies department. And by all reports, students of color do not necessarily mix socially on campus. Blacks tend to clus-

As California's universities diversify, more minority faculty like Dr. Donella Wilson, visiting researcher at Loyola Marymount University in Los Angeles, are needed to mentor students of color.

ter at the Black Student Center, and Chicanos gravitate toward their own student union, notes Ramos Chandler.

At Loyola Marymount University, a private institution set in the heart of Los Angeles, there is also some self-segregation, but "less than it is outside in the real world," observes Fernando Guerra, assistant to the president for faculty resources. "The university is a microcosm of what's going on in society," he adds.

Like the state universities, Loyola Marymount has seen its minority population quickly rise, reaching 44 percent last school year, including 22 percent Hispanics, 16 percent Asians, and 6 percent African-Americans.

As a Catholic institution, explains Guerra, Loyola Marymount is attractive for some Hispanics. "Many Hispanic students are enrolled in parochial schools and want to continue their Catholic education. That's especially true for Hispanic females," he says. Hispanic students at Loyola are succeeding, according to Guerra, and, in fact, Hispanic students have the highest graduation rate of any group at the school. Nearly two-thirds of Hispanics who enroll there graduate.

Loyola is also trying to make its faculty more reflective of its diverse student body. It has made strides, but there is room to improve. It has increased its Latino faculty from four professors in 1991 to 16 of 250 tenured professors today. "We want to educate minority students so they will play a productive role in society," Guerra says. "What does it mean for them to live in a multicultural world and contribute?"

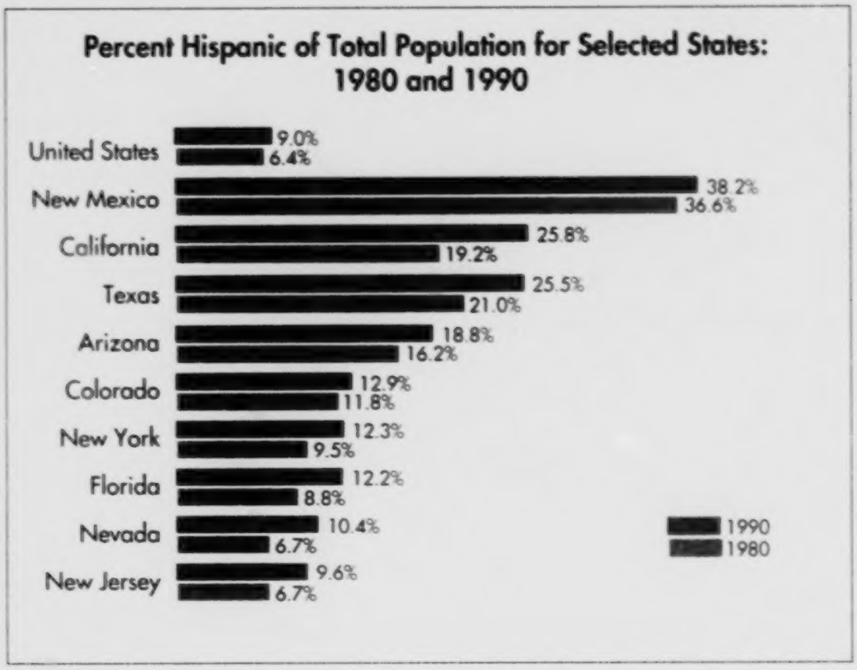
As the minority population keeps rising, what does this mean for financial aid? Guerra says that financial aid is an issue for nearly all Loyola Marymount students, not just for minorities. "There is less financial aid to go around for everyone," he says. To help Latino students in their search for tuition dollars, the college has the Chicano/Latino Students Services Center, which, among its many responsibilities, advises Hispanics on where to apply for scholarships and other aid.

These changes on California's campuses are not surprising to anyone who is following the dramatic changes in the state's population. In a recent *Los Angeles Times* opinion piece, demographers David E. Hayes-Bautista and Gregory Rodriguez predicted that next year in California "the percentage of white residents will dip below 50 percent, and America's most populous state will boast no single majority." The demographers added, "The mere thought of a predominantly nonwhite society inspires widespread fear. Last year's Proposition 187 and this year's drive to dismantle affirmative-action programs are deluded attempts to roll back the browning of California."

Hayes-Bautista and Rodriguez project that in two decades Hispanics will constitute the largest ethnic group in Los Angeles. By then the numbers might not warrant much attention because the U.S. Department of Commerce believes that by the year 2020, one in five Americans will be of Hispanic descent. While this might fuel the white flight already occurring from Southern California, others are more sanguine about the future. Genaro Padilla, vice chancellor for undergraduate affairs, believes that Berkeley's multicultural student body strengthens the college academically. "We value the diversity at Berkeley. It's not just that students come from different backgrounds. It brings intellectual vigor and intellectual experience of a different order," he says.

But as the minority student population has exploded, the number of minority professors continues to lag, admits Padilla, who is an English professor. But, he says, while Berkeley could improve its track record on hiring minority professors in many subject areas, it has done an admirable job of bringing in more minority professors in the social sciences and humanities.

As UC-Berkeley and other California universities grapple with these demographic changes, the schools must also contend with a controversial decision made last summer by the UC Board of Regents to dismantle affirmative action in admissions and hiring practices, perhaps making it harder to recruit



Percent Hispanic of Total Population for Selected States: 1980 and 1990

minorities.

While the ruling directly involves nine state colleges, observers say that the decision might have larger ramifications. "The effect on Hispanic students in California will be devastating," claims Guillermo Rodriguez, executive director of the Latino Issues Forum, a nonprofit educational advocacy group based in San Francisco, who believes applications from Hispanics to the state schools will decline.

In taking the action, the board claimed that California's prestigious schools, like Berkeley, had lowered their standards in order to accept more minority students, resulting in enormous gains by students of color but at a price academically.

But no one questions that affirmative action has made a difference at the nine UC campuses. A vast majority of UC students—70 percent—were white a decade ago. By 1994, the number of whites dropped to only 40 percent while the Latino and Asian populations had nearly doubled, rising to 13 percent and 29 percent respectively. At the same time, the number of African-American students remained at 4 percent.

But Padilla categorically rejects the UC regents' viewpoint. "Over the last five years, our students have gotten increasingly strong academically, both in their grade point average and SAT scores," he says. "The college has been successful at recruiting the brightest students, both minority and nonminority, without lowering its standards."

However, based on the regents' decision, Berkeley is being forced to reexamine its admissions policies, and Padilla acknowledges that Berkeley might "experience a modification or change in student admissions." Asked whether the Hispanic population will decline, he says that "there has been speculation that there will be a drop. But we want to be careful that we do not send out a message to Hispanics that they are no longer welcome."

He says that Berkeley's chancellor and administration "will be renewing our commitment to minority students, first-generation students, nontraditional students, and the disabled. We want to be inclusive." He says that the administration will continue to support minority students through academic tutoring and special orientations and by easing the transition of community college transfers.

Berkeley is not the only predominantly minority campus coping with the regents' decision. Diversity has been a major focus at UCLA because of Los Angeles's ever-increasing minority population. "We have more Koreans in L.A. than anywhere but Seoul, more Mexicans anyplace but Mexico City, and the population of other Hispanics is also growing rapidly," says Siporin.

To respond to this growing Latino student population, and under pressure from students, UCLA has established a Chicano Studies Center, named for the late union organizer César Chávez. UCLA is also home to special centers for African-American and Asian studies.

Now there is concern at UCLA about whether the university will lose some of its diversity. "There's no question that UCLA will lose African-American and Chicano and Latino students," Siporin says. Still, she says that UCLA "will do what we can to maintain diversity."

Even a private university like Loyola Marymount is likely to feel the effects of the anti-affirmative-action climate. "It creates an environment that is not as tolerant of multicultural students," Guerra says.

He believes that one of Loyola Marymount's missions is to reframe the affirmative-action admissions policies. Instead of denying student access, the college is focusing on providing supportive services for minority students. "We want to provide skills—teaching students to read and write English, think critically, and do math," he says.

It's no coincidence, according to some observers, that a battle against affirmative action is being waged just as California's campuses—and the state—become home to record numbers of students of color. "It's politics," replies Guillermo Rodriguez.

He says, "California's elected leadership is looking for short-term gain, not long-term viability. Decreasing access to Hispanics for college does not make for good public policy, and it's not good for California." **HO**

Training Multilingual Journalists

by Kavita Menon

At the City University of New York's Lehman College in the north Bronx, the hallways are filled with the cadences of many languages, a reflection of the numerous immigrant groups populating the city.

To properly train journalism students to make sense of this seeming Tower of Babel, Professor Patricio Lerzundi, a Chilean journalist and literary scholar, has started a multilingual undergraduate program here for reporters and other mass communications professionals.

"Why is it that only in America, with this huge diversity, English is supposed to be the only language that we speak?" Lerzundi asks. "When you realize that you're living in such a multilingual, multicultural country, you see the need for people to be trained to understand these differences."

To that end, he has designed a program that includes traditional mass communications classes, such as desktop publishing, audio/video production, and proofreading and editing, along with foreign-language classes in advanced grammar, journalistic writing, and phonetics and diction.

Students must also sign up for the core curriculum and complete courses with titles including "Introduction to Multilingual Journalism," which focuses on comparing mainstream media to the foreign-language press, and "The U.S. as a Multilingual Market," which explores the country's changing demographics and the reaction of corporate America. The major is an interdepartmental one, and students can take courses in such far-flung areas as Black studies and theater.

"I discovered there was an incredible thriving of Spanish-language media."

—Mario Diamant, professor, Florida International University

But the program is not a one-way street. It is also intended to train native speakers of languages other than English to work as professionals in the mainstream media. Lerzundi favors the notion of a cultural "exchange," in which students from all backgrounds can trade their expertise.

At Lehman, Spanish is one of nine foreign languages currently offered in the program, which includes a choice of everything from German to Swahili.

Such cross-cultural programs are sorely needed, according to professionals in the field, who say finding truly bilingual reporters able to navigate various cultural landscapes is difficult. "Those who had the language skills lacked, generally, knowledge of the institutions in America. And those who were American journalists tended not to be able to write in Spanish," says Sergio Muñoz, who serves on the editorial board of the *Los Angeles Times* following a stint as editor of the Los Angeles Spanish-language weekly *Nuestro Tiempo*, which was recently folded by Times Mirror.

Despite the pressing need for multilingual journalists, the Lehman program for undergraduates seems to be unique. Muñoz says that he would like to see California schools implement such a curriculum because of the state's enormous immigrant population.

Perhaps other journalism schools will begin to follow suit. A similar program, but only in Spanish, was introduced this fall at Florida International University (FIU) in Miami. FIU's program was born out of a study funded by the Freedom Forum (an organization based at Columbia University's School of Journalism that monitors the workings of the press) and is conducted by Mario Diamant, an Argentinian journalist.

Diamant traveled for a year around the country "to research the state of Spanish-language journalism in the U.S.," he says. "I discovered that there was an incredible thriving of Spanish-language media. It went from, like, 60 publications four years ago to more than 400 in 1992, the year that I did the research."

Professor Patricio Lerzundi of New York's Lehman College is training reporters to cover the city's melting pot

Leila Gorchev

But while he found that there was an increasing demand for Spanish-language journalists, Diamant, like Muñoz found the pool of qualified applicants to be extraordinarily limited. He now heads FIU's new master's degree program, which will see its first graduates next summer.

At Lehman, the new master's degree program is still awaiting accreditation by New York State. Lerzundi expects official recognition of the program by February. Nevertheless, 17 students have declared their intention to enroll in the major, and some might even graduate within the next year, according to Lerzundi, because most of the curriculum's prerequisites have been offered by the school for some time now. Many other students are choosing to minor in the program or just sample the various courses offered.

For immigrant students, it's a chance to receive training in an area with a bright future. "I think it's a great idea," says Victor Ramos, a native of the Dominican Republic, who will graduate this summer with a major in mass communications and, if certification proceeds according to plan, a minor in the multilingual program. "I think it was due a long time ago because there's a lot of new media being born here that is aimed at all the immigrants. It's important to try to get to know these cultures and be able to understand how they think and act."

Because of his bilingual skills, Ramos was able to land a job at New York City's *El Daily News*, a Spanish-language version of the English-language *Daily News*. The Spanish-language daily includes translated versions of stories appearing in the *Daily News*, supplemented by some original material.

Because practical reporting experience is essential to finding a job upon graduation, a semester-long internship at a news operation is one of the major's requirements. During this internship, students are also encouraged to explore cultures other than their own.

Carmen Brown, of Jamaica, for example, learned about the Korean culture during her internship. "Prior to doing my research on the Korean media, I was ignorant about their culture," admits Brown, who worked at the *Korea Times* last year. "This semester, I want to do something in the Hispanic media. I've come to realize that so many different groups are interesting to me."

Lerzundi points out that students graduating from the program should be competitive not just for jobs in journalism but also in advertising, public relations, government work, and more. "It's not necessary to work in the foreign-language media," he says. "I want somebody who will work at the *New York Times* to be exposed to all this. As a matter of fact, why do so many foreign-language papers exist? Because immigrants cannot get the information they need from the *Times*.

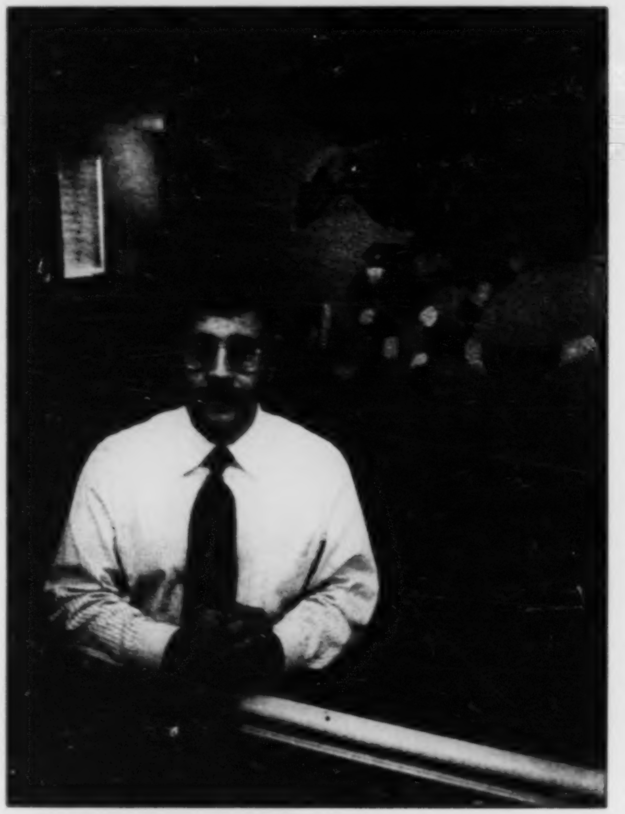
"So when people ask, 'What can you do with a degree in multilingual journalism?' I say, 'Just choose!' " he says with a laugh. **HO**

Ethnic Studies on the Rise

by Rosie Carbo

As the nation's demographics change, ethnic studies programs are on the rise, from long-time programs that are expanding to offer doctorates to campuses where student hunger strikes have forced the creation of centers and departments.

On the West Coast today, four of the nine University of California campuses—UC-Berkeley, UC-Davis, UC-Irvine, and UCLA—offer Chicano and Latin American studies programs. UC-Santa Barbara has a Chicano Studies Department, and three UC campuses offer degrees through their department of ethnic studies: UC-Riverside, UC-San Diego, and UC-Berkeley. At Berkeley, students can obtain both a master's and doctorate in Latin American studies.



Dr. Felipe Castro runs Arizona State University's Hispanic Research Center.

At Arizona State University (ASU), educators say that they are close to launching a Chicano studies department after several years of concentrated effort.

Dr. Felipe Castro, director of ASU's Hispanic Research Center, says, "We hope the department will be ratified later this year. Right now we have an undergraduate program here. It would be nice to move into providing advanced degrees."

Plans for a Chicano or Mexican-American center and program are also underway in the Midwest at Michigan State University in Lansing, where Latino issues have often been ignored.

In the past, critics have charged that Chicano studies programs were too narrow to consider offering advanced degrees and were of little value outside the academy.

But today, Mexican-American studies programs are broadening their approach in order to make these degrees much more marketable. Castro says that the advanced degree in ethnic studies becomes more desirable when coupled with study in another discipline, such as economics, history, sociology, or business.

"The degrees in these programs are worthwhile, but with some caveats. The issue in the past was that perhaps the degree was too narrow in scope. So, the goal at ASU is to link Chicana and Chicano studies with a minor in business, for example," he says.

Despite the trend, as of yet there are no doctoral programs in either Chicano or Mexican-American studies, which are the most common undergraduate programs in Latino studies in place at schools in the Southwest.

"There is no Ph.D. program in the nation for Chicano studies," asserts Dr. Denise Segura, acting director at the Center for Chicano Studies Research at UC-Santa Barbara, which is attempting to develop such a Ph.D. program. "If we are successful, we'll be the first university to offer a doctorate in Chicano studies. Currently, there is only one fully functioning department of Chicano studies among UC's nine campuses, and that's here at Santa Barbara."

What exactly are these programs and departments offering students? Segura, a sociology professor, says that in discussing advanced degrees in ethnic, Latino, and Chicano programs, it is important to realize the variety of approaches taken by universities. "When you're talking about 'ethnic studies,' you're usually talking about departments that are evenly balanced to offer studies in Native American, Chicano, Asian, and Afro-American history and culture. A center, on the other hand, like the one here in Santa Barbara, works with faculty and does research. A department deals with teaching and can grant bachelor's degrees," she explains.

In Latin American studies, it is possible to obtain an advanced degree at places like the Institute of Latin American Studies at the University of Texas at Austin, established in the 1930s. "We are an interdisciplinary school. So, students are required to have an emphasis in another field, such as in economics, history, or business," says Paula Burrichter, a professional development office coordinator who earned her master's in Latin American studies at UT-Austin. She says her degree has applications in the real world. "I lived in Nicaragua for a year and a half. I loved my work there. It was very fulfilling ... I loved the people, the culture, and the lifestyle. So, I'd like to go back," says Burrichter, who believes her master's-degree plan was tailor-made to help her reach her goals.

"I was interested in doing economic development work. So, my emphasis was on economics and community and regional planning. That means I can go back to Nicaragua and work on planning communities. I could focus on developing areas and alleviating needs," she says.

A decade ago at the University of Washington in Seattle, American Ethnics Studies became a bonafide program. Under the auspices of the College of Arts and Sciences, the program is interdisciplinary, with students choosing to focus on Chicano, Asian, or Afro-American studies. A separate program aimed at Native Americans is housed within the department of anthropology.

> **"... the goal at ASU is to link Chicana and Chicano studies with a minor in business, for example."**
>
> — Dr. Felipe Castro, director, Hispanic Research Center, Arizona State University

The University of Colorado at Boulder is about to add a department of ethnic studies following student protests demanding such a department. In 1988, the university created the Center for Studies of Ethnicity and Race in America (CSERA), promoting interdisciplinary research and teaching in American Indian studies, Chicano studies, Asian-American studies, and Afro-American studies.

Two years ago, students and faculty joined forces in a hunger strike aimed at converting the center into a separate department. Today, the center is poised to play a pivotal role in developing and granting master's degrees and doctorates by becoming a full-fledged department.

"The center has developed a strong undergraduate curriculum. We have a bachelor's program in which we offer a major in racial and ethnic studies. But we're about to become a department. That will empower us to create master's degree and Ph.D. programs," says Dr. Estevan Flores, one of the CSERA's associate professors who supported but did not participate in the hunger strike.

Although CU-Boulder has a Chicano studies program, students earn their bachelor of arts in ethnic studies with a concentration on one of four minority groups: Chicanos, Asians, Native Americans, and Blacks.

Flores, a Colorado native and Mexican-American who earned his doctorate at UT-Austin, says the demographics in the Southwest call for the creation of Chicano/Mexican-American studies programs.

"Because of the population in places like Colorado, California, Arizona, and New Mexico, we're the major force that developed the Chicano studies programs that have now expanded to include other groups," says Flores. "We're about to come out and be recognized, and I think there's a lot of potential in advanced degrees in Chicana and Chicano Studies as well as in Latino Studies programs."

In other parts of the country, however, there is less emphasis on Mexican-American studies in favor of other Hispanic subgroups that play a dominant role locally. For example, at the Center for Latin American Studies at the University of Florida in Gainesville, students can concentrate on Caribbean or Brazilian studies, or can take courses in anthropology, economics, geography, history, political science, and other areas in completing the master's degree in Latin American Studies, referred to as the MALAS degree. In fact, there is no program or department of Chicano or Mexican-American studies.

"At our university, we started with Latin American studies and are now moving more toward Latino and other Latin American studies programs. Historically, Florida's population has been made up more of people from other parts of Latin America. Of course, the Cubans were the dominant group for years. But that's changing fast. We have Peruvians, Colombians, and people from all over Latin America. That's why the center is set up the way it is," says Dr. Allan Francisco Burns, professor of anthropology and director of the Florida Yucatan Exchange Program.

But because of his personal interest in Mexico, where he maintains a home, Burns has been at the forefront of bringing opportunities to the Mexicans and Mexican-Americans who've settled in the state. "What we're doing is working with Mexican-American students and having them participate in the Yucatan Exchange program. In this program, students take classes and go and spend time in Mexico, where they get to see their culture and experience their heritage," says Burns, who is working on a Mexican-American Interactive/Interethnic research project with a colleague from East Carolina State University.

Meanwhile, at Florida International University (FIU), students can obtain a bachelor's degree in international studies through the Latin American and Caribbean Center (LACC). The center, part of the College of Arts and Sciences, issues certificates in specific concentrations of ethnic study. (The center is the umbrella organization for four other centers: the Cuban Research Institute, the Florida Caribbean Center, the Mexico Center, and the new Summit of the Americas Center.)

FIU, a publicly funded university with campuses in Miami and Broward County, plans to begin offering master's degrees through LACC sometime next year.

In New York City, the focus is on Puerto Ricans, the dominant Latino group in the city, says Pedro Pedraza, acting director of the Center for Puerto Rican Studies at the City University of New York (CUNY). The university grants only bachelor's degrees in Latin or ethnic studies.

The Center for Puerto Rican Studies is housed at Hunter College in Manhattan and was established more than 20 years ago. Presently, a student enrolled through the center can choose a variety of courses that lead to a bachelor's degree in ethnic studies.

"Right now, we don't have a graduate ethnic studies program. But there's a committee that's been formed to look into starting a master's degree and doctorate program," says Pedraza.

If the committee succeeds in its efforts, the graduate degrees granted would most likely be in cultural and ethnic studies and granted through the CUNY Graduate Center.

Clearly, the need and the desire to expand ethnic, Latin, and Mexican/Chicano centers and departments in order to offer advanced degrees is on the rise. But several college and university faculty members and even graduate students expressed concern about the wave of anti-immigrant sentiment.

"I don't think that Proposition 187 that passed in California last year will hurt our programs as much as the Civil Rights Initiative that's going to be on the ballot in 1996," says Segura. "I think the current anti-immigration trend might hurt efforts to expand ethnic and Chicano/Latino programs." **HO**

" ... the current anti-immigration trend might hurt efforts to expand ethnic and Chicano/Latino programs."

—Dr. Denise Segura, acting director, Center for Chicano Studies Research, University of California at Santa Barbara

Dr. Ted Martinez, Jr.

Richard J. Daley College

by Elena Chabolla

Sometimes, life-changing moments are just that—moments. For Dr. Ted Martinez, Jr., such a moment came some 30-plus years ago, when he was on the receiving end of a keen observation: "You are college material."

These simple yet profound words changed his life, removing, one by one, the walls that Martinez, then a young boy, had already built around himself. The words freed the mind of that eighth grader who would soar to fantastic heights. Their encouragement became the difference between his just finishing high school and his becoming president of an institution of higher learning.

Today, Dr. Ted Martinez, Jr., 47, is president of such an institution—the Richard J. Daley College in Chicago, Ill., which specializes in manufacturing technology. Displaying a combination of humility and pride, Martinez speaks of his personal and professional accomplishments. The eldest son of migrant workers from Asherton, Texas, Martinez, who has an older sister, naturally took on a great many responsibilities as a young boy. "I became an interpreter for my parents at a very young age," he recalls, noting that his mother and father spoke very little English. "When you're put in a situation like that, you begin to make some decisions. I was the lead spokesperson for the family."

Martinez speaks of his father, who was born in Monterrey, Mexico, with reverence. "My father suffered a lot because of the lack of English, but he was very talented. He was an excellent plumber and electrician," he says. And after years of working for the power plant in Asherton, his father, Martinez says, "lost out on all benefits" just when he was about to receive his pension.

This situation, which must have seemed impossible for a young, growing family, was a blessing in disguise for the young Martinez. His father decided to join countless other families and take up work in the fields of California, Michigan, and North Dakota. So, each year after school, they "boarded up windows" and took to the road, becoming migrant farmworkers.

"I was the driver for the family," says the softspoken Martinez, who learned to drive by the age of 10. "For me it was a learning experience. We would leave our little community and travel across the country. Even though we weren't tourists, and we missed a lot of things, I did get to see a lot of the country through those migrations."

Working in the fields during the summers was one of the hardest things he has done. "We worked from early in the morning to very late at night, and when the crop was done, we moved to the next one," he explains.

The lessons he learned as a migrant worker were many. "The primary value of those years was the exposure to the country, the value of work, and learning. That was all part of it. I've always worked real hard. I've always done that," he says.

TITLE:
President

INSTITUTION:
Richard J. Daley College

HIS PROUDEST MOMENT:
"The completion of a Ph.D. degree before my 30th birthday and my appointment as the first Latino president in the history of the City Colleges of Chicago."

A QUOTABLE QUOTE:
"Leave everything a little better than you found it."

HIS GREATEST LEGACY:
"A strong commitment to serving students and the community, a commitment that is based on high expectations for myself and my colleagues and that focuses on teamwork, quality, creativity, innovation, and a positive working relationship."

EDUCATIONAL BACKGROUND:
B.S. (Business education): Sul Ross State (Texas) University
M.A. (Business/Economics): Sul Ross State University
Ph.D. (Educational Administration): University of Colorado at Boulder

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His parents were extremely committed to education, making sure that their seven children were home in time for school each morning. Martinez explains his parents' commitment this way: "Everything was a struggle for them. They didn't understand the language, but my parents would tell us, 'We don't want you to face the problems that we did. At least finish high school.'"

He says he saw his parents sacrifice whatever was necessary to earn a living and make sure the children attended school. "We were poor. We didn't have any money. We didn't have things other folks had, but my mother always kept us clean and patched up. We didn't have the best clothes, but they were clean. These were the values they inculcated in us," he remembers.

By the time Martinez's life-changing moment would come, he already knew all about hard work and sacrifice. He knew the value of commitment and education. But at that point, it had not yet occurred to him that there might be more that he was capable of achieving. It's hard to imagine that Martinez, with such a sense of openness and adventure, had built walls of any kind around himself. But a grammar school teacher would broaden his horizons. He recalls, "It was a history teacher in the eighth grade. One day this teacher took me aside and said to me, 'You are college material. You should consider going to college.' I was focused on finishing high school. That was the only time in all my years that anyone told me to consider going to college."

Other teachers influenced him in high school. During his first year, Martinez was drawn to a typing teacher who was well dressed and had "wonderful handwriting." At that point, the young teen thought to himself, "I'd like to be a like him—to go to college and teach business the way he does." The seed was beginning to blossom, but it took another teacher to help him complete his growth. This third teacher took an interest in Martinez and urged him to consider attending Sul Ross State University in Texas. "Here's a catalog and an application," the shorthand teacher said. At the time, the young Martinez didn't even know about universities like Yale and Harvard. "There was no awareness," he says.

Today higher education is clearly his element. The educator has been president of the Richard J. Daley College since July 1994, after serving as associate vice-chancellor for basic and continuing education for City Colleges of Chicago.

Richard J. Daley College, which has about 4,300 students, is in a developing industrial corridor that will provide students with excellent employment opportunities. He is proud of the fact that this summer, the school increased its enrollment in credit and noncredit courses.

A long-time colleague and friend of Martinez says that he is not surprised the college is doing so well. "Needless to say, he has had a great impact in community colleges, and I'm pleased to be his friend," says Dr. Alfredo G. de los Santos, Jr., vice chancellor for students and educational development for Maricopa Community Colleges in Arizona.

De los Santos says that Martinez was a member of the first group of Hispanic administrators who received degrees from programs that de los Santos worked hard to implement. The programs were developed in the 1970s with money from a federal program called the Education Professions Development Program and support from the Ford Foundation.

When Martinez needed an internship to fulfill a doctorate requirement, de los Santos, then president of El Paso Community College, extended one to him. "I was so impressed with him that when he graduated and we had a vacancy, I hired him," de los Santos says.

And when he was asked to recommend people for the president's post at Daley, de los Santos said, "You have [a qualified person] right there." Adds de los Santos about Martinez, "He knows his work; he's a great leader and a wonderful administrator; he's very humane—a caring person." **HO**

> **"... my parents would tell us, 'We don't want you to face the problems that we did. At least finish high school.'"**
>
> —Dr. Ted Martinez, president, Richard J. Daley College

MULTIRACIAL IDENTITY IN A MONORACIAL WORLD

by Charmaine L. Wijeyesinghe, Ed.D.

Charmaine L. Wijeyesinghe, who worked in higher education administration for over 14 years, is the national program consultant for the National Conference based in New York City. A multiracial person herself, she writes, conducts research, and presents lectures and discussions around the country on multiracial identity.

People with multiple racial heritages are increasing in number and visibility in the United States. Several organizations and newsletters, created by multiracial people and their families, offer information, resources, social support, and, in some cases, political advocacy to this population. Increasing numbers of research studies and popular books explore the multiracial experience from various perspectives.

Discussions about interracial families, multiracial children, and multiracial identity occur regularly in mainstream magazines, on radio broadcasts, and on television talk shows, with varying levels of credibility and sensationalism. Unfortunately, this increased exposure to multiracial issues has done little to alter the predominant stereotypical image of multiracial people as socially marginal, physically exotic individuals who are confused about, or obsessed with, their racial identity. It's time we confront this myth and shift the stigma of psychological pathology away from multiracial people and to a society that is ill-equipped to deal with the full range of human diversity.

Multiracial people, and society's response to them, are not a new phenomenon. Due to centuries of policies and practices that ensured that property, voting, and inheritance rights remained within white, male power structures, people with a combination of white and minority racial heritages were classified as members of the minority or were given their own marginal, and distinctly nonwhite, status. Multiracial individuals, people with two or more minority racial backgrounds, raised less concern and, even today, are often overlooked in current discussions of multiracial issues. Terms born out of our country's history of racism, such as *mulatto, quadroon, octoroon,* and *half-breed,* are recognizable, although rarely used, today. A more pervasive remnant from the past is the exclusion, marginalization, and stigmatizing of multiracial people.

One does not have to look far to find examples of how society negates the experience of multiracial people by relying on monoracial standards. With few exceptions, employment forms, school applications, and census questionnaires instruct individuals to check a single category to indicate their racial background. Interracial couples and multiracial people who openly identify with all of their racial heritages are noticeably absent in movies and television. The misuse and improper generalization of results of psychological studies, many of which involved small samples drawn from clinical settings, contribute a false legitimacy to

> **"... society must make room for experiences that are unique or that extend across two or more racial groups."**
>
> —Charmaine L. Wijeyesinghe, national program consultant, National Conference

the idea that multiracial people in general experience identity ambivalence or feelings of marginality.

In everyday interactions, multiracial people confront both exaggerated concern and invisibility. For example, the question, "What about the children?" is still commonly asked of interracial couples, as if only they will have to address issues of racial identity in their homes. Conversely, multiracial people are often overlooked or are wrongly identified racially simply because we have been taught to see race as absolute and separate categories.

However, social norms and practices that treat race and racial groups as pure, neat, and easily divisible concepts are outdated and, increasingly, unworkable in today's racially diverse world. Multiracial people who live within this social environment aren't marginal—they are marginalized. Our current approach to race limits our ability to understand and appreciate the true diversity among individuals and within racial communities, whether they are primarily monoracial or multiracial. For example, the category of Hispanic or Latino does not adequately address the vast diversity in racial and cultural heritages, histories, languages, and appearance of the individuals for whom this box was created.

Our understanding of the social construction and historical uses of the concept of race will be enhanced if we include in our analysis the experiences of interracial families, multiracial people, and their allies, all of whom question the legitimacy of monoracial categories. This discussion must consider the many ways that the current image of race does not fit social, biological, and political reality.

While understanding and affirming those aspects of experience, history, and culture that are common to each racial community, society must make room for experiences that are unique or that extend across two or more racial groups. As individuals, we need to consider the extent to which society's definitions of race, racial groups, and multiracial people permeate our thoughts and affect our behavior. As a result of this reflection and dialogue, perhaps we will create a world where race and racial identity aren't constrained by choice among five boxes. HO

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HISPANICS FIGHT BILINGUAL EDUCATION

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Cover photograph by Miller Photography

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Congress Might Cut Aid to Foreign Students

by Ines Pinto Alicea

As Congress looks to cut benefits for both illegal and legal immigrants, the next target might be tuition assistance for foreign students, one-third of whom are Latino.

During debate over welfare reform, Congress considered several proposals to deny aid to immigrants, but the plans were later abandoned under pressure from big business, according to observers.

But several Republican members of Congress are expected to raise the issue again during debates on immigration. A committee did agree to require all immigrants to have a U.S. citizen cosign their loans, a regulation not imposed on other students.

Foreign students in the U.S. are eligible for a number of financial aid programs—including Pell Grants, State Student Incentive Grants, and Stafford and other direct student loans—provided by the Higher Education Act, but some in Congress are pushing to cut off such aid.

While the dollars involved are insignificant, the threat of a cut-off looms large for these students. The amount of money collected by foreign students, who made up just 3.6 percent of the 16.3 million undergraduates and 3.3 percent of the 2.3 million graduate/first professional students in 1990, is negligible, according to a study by the Washington-based Institute for Higher Education Policy. But their need for financial assistance is great, according to the study, which found that "the resources awarded through student aid programs are critical in providing access to higher education."

Faced with potential cutbacks, many of these students are urgently seeking citizenship. But, Latino advocates say, becoming a citizen can take almost two years. The Immigration and Naturalization Service (INS) is more interested in protecting borders than in making new citizens, these critics contend. "The INS doesn't emphasize what its middle initial—naturalization—stands for as much as it should," says David Peña, citizenship outreach coordinator for the San Antonio Immigrant and Refugee Rights Coalition.

Without citizenship, says Chuck Rodriguez, interim president for the Hispanic Association of Colleges and Universities (HACU), these students lack a "political voice" to stop efforts in Congress to limit their benefits.

The INS's burden has grown dramatically over the past few years, while its budget has decreased. Citizenship applications jumped 225 percent from 1990 to 1995, while the agency's budget for naturalization dropped 35 percent, according to a recent issue of the newslatter *Latino Issues Forum*.

But with an anti-immigrant mood sweeping the country, funding for the enforcement division nearly doubled. "The naturalization division is currently underfunded, perceived to be a lesser priority than enforcement, and might not even receive all the resources it generated from the citizenship application fees," wrote Guillermo Rodriguez and Richard Raya in the *Forum*. They asked, "Can the Immigration and Naturalization Service effectively manage this increased caseload given its existing backlog and limited resources?"

Students who apply for citizenship in effect are being disenfranchised, charge Rodriguez and Raya, who claim the waiting period for the processing of citizenship can be as long as 18 months.

Peña expresses frustration over the nation's anti-immigrant prejudices and what, he says, is a misperception that immigrants are a drain on the U.S. economy. "According to the Urban Institute, immigrants put $25 billion more into government coffers by paying taxes than they take out," Peña asserts.

Despite the obstacles, Lydia Camarillo, executive director of the Southwest Voter Registration and Education Project in San Antonio, Texas, is optimistic that the growing strength of Latino voters will eventually dispel those myths. She says interest in becoming a citizen is growing among Latinos, who traditionally have been among the slowest of all immigrant groups to become naturalized. In contrast, today, says Camarillo, "A high number of Latinos want to be citizens." **HO**

LETTERS TO THE EDITOR

I enjoy your magazine very much. As a Hispanic, with a Ph.D., working as director of the Upward Bound Program at the State University of New York at Fredonia, where a large number of Puerto Rican students are not encouraged to attend postsecondary education, I am glad that I can use your articles to highlight the significance of education. Thank you.

Laila Denoya
Director, Upward Bound
SUNY at Fredonia

AT&T Gets Schools Online

AT&T will offer free Internet access to virtually every elementary and secondary school in the nation under a new program called AT&T Learning Network.

Expected to cost $150 million over five years, the move puts 110,000 public and private schools on the 'Net and offers them voice-messaging. The program is a boon for the schools but is also expected to create a huge pool of future buyers of online services of which AT&T is a provider.

The company will offer free dial-up Internet access, browser software, and 100 free hours of use, with a 30 percent discount on future service.

The Internet provides a wealth of information to users from links to major libraries around the world to news groups on thousands of topics.

Weeding Out Undocumented Workers

The U.S. Immigration and Naturalization Service is starting a pilot program for employers to verify the legal status of potential workers using a computer database.

The program, which is being launched among 200 small California companies, will enable employers to instantly find out if an applicant has the appropriate status to work in the U.S.

Employers can be fined for knowingly hiring undocumented immigrants, but small companies have complained that they lack the resources to check out every single job applicant's paperwork. A similar program is being considered for use on a nationwide basis.

Tenured Faculty More Productive

A recent study by the National Center for Educational Statistics found that at public research institutions, tenured faculty published nearly twice as many articles and taught more classes than did their non-tenured colleagues.

A similar trend was found at community colleges, but faculty at institutions not offering tenure showed lower research rates and lower teaching productivity. The survey of 900,000 faculty seems to counter the notion that tenure is a precursor to complacency and laziness.

Overall, little more than one-third of faculty surveyed were tenured, and of full-time faculty, slightly more than half had been granted tenure—but most of these faculty were men. Women were still far less likely than men to have tenure. Among all faculty, 43 percent of the men had tenure compared with 23 percent of the women. Those least likely to have tenure were faculty at public two-year colleges and those working at specialized institutions. HO

—Compiled by Amalia Duarte from news reports.

COMING JAN. 19TH...

Women in Higher Education

A new curriculum guide adds female (and minority) voices to the classroom ...

an interview with Latina feminist Bettina Flores ...

and a New York state university program prepares women for careers in government.

CONTROVERSY

IMMIGRANT PARENTS CHALLENGE BILINGUAL EDUCATION

by Gary M. Stern

Immigrant parents from one of New York City's poorest neighborhoods are fighting state educational policies that they say keep their children in bilingual programs too long.

One of the parents, Maria Perez, whose two children were in bilingual education, says, "What bothered me was that they place children in bilingual programs and keep them there for years and years. They aren't learning English."

Perez and other members of the Bushwick Parents Organization (named for the Brooklyn, N.Y., neighborhood in which the families live) argue that many immigrant students are needlessly kept in bilingual classes for up to six years, the maximum time allowed under state law. They say bilingual education stifles their children's learning and point to studies showing that after three years 75 percent of bilingual students in Bushwick's District 32 have not been moved into mainstream classes.

The local controversy underscores the national debate over whether bilingual classes work or, instead, backfire by immersing students in their native language. It also poses questions about the motivations of the massive bureaucracy that has evolved to run these programs. Detractors of bilingual education have long contended that immigrant children are kept in these programs by self-serving administrators and teachers out to save their own jobs. For example, in New York State, the law stipulates that students can remain in bilingual classes for up to three years but should be moved out if they reach a 40th percentile on a language-assessment test. But local school boards, claiming immigrant students have not attained proficiency in basic reading comprehension and writing in English, are routinely granted waivers by the state to keep students in for much longer periods of time.

Irate Bushwick parents argue that many of these students would be better off in mainstream classes. They have filed a lawsuit asking the state education commissioner to deny requests for such waivers and to require the state to review each child's progress individually. State education officials claim that they lack the resources for individual tracking and say that parents have the power to remove their children from bilingual education.

But immigrant parents want to see the program revamped. They believe bilingual education as structured in New York City doesn't work—and might even inhibit the learning of English. Indeed, they might be right: after three years of bilingual education, one-third of bilingual students in District 32 scored lower on English-language tests than when they started. And the city's bilingual education program was blasted last year in a report issued by New York's Board of Education. The report concluded that students—even recent immigrants—who took most of their classes in English generally fared better than those in bilingual education.

Like the several hundred parents in the Bushwick group, some education experts agree with the report's conclusions. "Students are getting hurt. They're not mastering English, and from what we're hearing, they're not mastering Spanish either," concurs Ray Domanico, executive director of the Public Education Association, a nonprofit advocacy group based in New York City.

The attorney representing the parents, Robert Smith, with Paul, Weiss, Rifkind, Wharton & Garrison, which has taken the case on a pro-bono basis, says that these immigrant parents believe their children are "trapped in bilingual classes." Smith says that for many students "bilingual education becomes a prison. They don't learn the English they need and can't get out."

Although the lawsuit focuses on District 32 in Brooklyn, Smith says that most New York City elementary and junior high schools treat bilingual education in this way. "When a student is in his or her sixth year in New York City schools and can't speak English, something is wrong," he says. Victoria Delgado, who is coordinator of bilingual education for District 32, did not return repeated telephone calls to her office for a response.

The seeds of the lawsuit were planted about three years ago when parents began grumbling about the low educational achievement of children in the district, recalls Sister Kathy Maire, an associate organizer with the East Brooklyn Congregation, a New York-based advocacy group that has helped organize the Bushwick Parents. "We didn't set out to begin a lawsuit," she says. "They were frustrated by low-level performance, poor teacher qualifications, what happens when teachers were absent, and a general sense of lack of education."

Dissatisfaction grew with bilingual classes. A majority of students in the district—65 percent—are Spanish-speaking students, primarily from Puerto Rico, the Dominican Republic, and Mexico. Many of these youngsters were being rejected from the city's more competitive junior high schools because they lacked adequate English-language skills, according to parents. "When parents looked back, one pattern was that bilingual students had not learned enough English," Maire adds.

In Maire's view, the bilingual program is failing in teaching both English and the students' native languages. Students in the bilingual program are not competent in speaking and writing their native language or in speaking English. She is hoping that the suit will lead to more accountability of bilingual classes and closer monitoring of the program.

MAKING THE TRANSITION

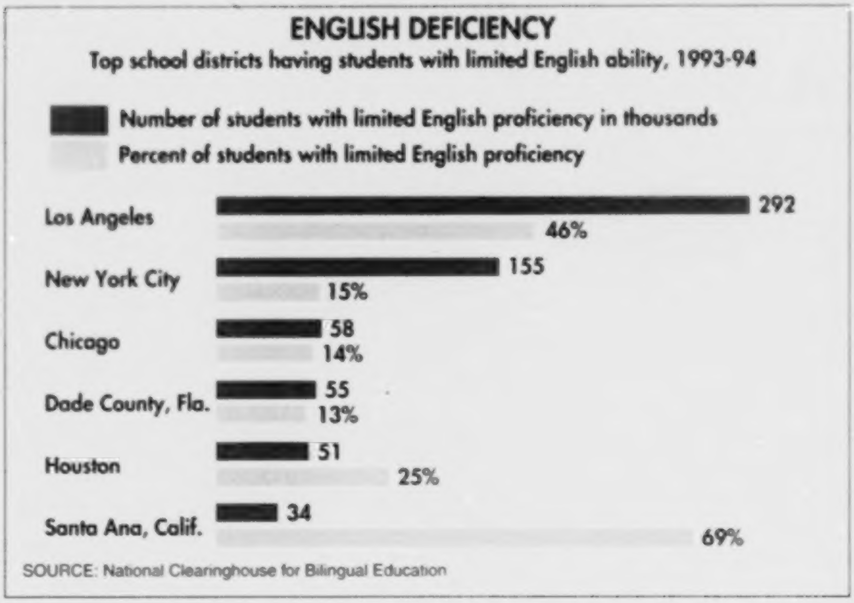
Just how long should children stay in bilingual education? Experts can't seem to agree. Jim Lyons, executive director of the National Association for Bilingual Education, based in Washington, D.C., says that across the country most students are removed from bilingual classes within three years. But, Lyons says, parents and school districts should forget length of stay and look at other measures of success. "I would prefer seeing a mea-

"I would prefer seeing a measuring stick based on the quality of how students are doing academically in English and content areas rather than on the time element."

— Jim Lyons, executive director, National Association for Bilingual Education

suring stick based on the quality of how students are doing academically in English and content areas rather than on the time element," he says.

Lyons adds that parents should be aware that even when their children speak English, they might not have mastered the language sufficiently to handle English-language courses in math, science, or social studies. He says that in other parts of the country, parents are filing lawsuits demanding the addition of bilingual education programs.



ENGLISH DEFICIENCY

Top school districts having students with limited English ability, 1993-94

SOURCE: National Clearinghouse for Bilingual Education

> **"... they place children in bilingual programs and keep them there for years and years."**
>
> —Maria Perez, member, Bushwick Parents Organization

Another expert, writer James Crawford, believes most immigrants can benefit from more than three years in bilingual education and says that if students are forced out of programs too quickly, their education can be stunted. The models that have proven most effective, he claims, are when students learn in their native language up to the fourth grade and then are taught in English and their native language. "The fact is that later transition is not harmful. For many students three years is probably too soon to be transitioned into English," says Crawford, author of *Bilingual Education: History, Politics, Theory and Practice (Bilingual Educational Services).*

Not surprisingly, Carmen Perez-Hogan, coordinator for bilingual education at the New York State Education Department, also defends current bilingual education policies and says that parents can remove their child from the program without going to court. "Parents have the option of withdrawing their children from bilingual programs at any time. All they have to do is come to the school and sign a release form," she says. In fact, she adds, many parents in the district have taken that option.

And, Perez-Hogan believes that the state is correct in granting waivers. She says that many students need to stay in bilingual education longer than three years in order to master English. She asks, rhetorically, "Have you ever tried to learn another language?" In bilingual education, she says, students are keeping up with their other subjects like math and science by learning in their native language. Empathizing with the parents' concerns, she agrees that the current testing methods are inadequate.

But she would prefer to see standards raised and the test toughened. "If the student hasn't made any progress and isn't reading or advancing, sure, there's a problem. We need to track down the situation and determine what kind of correction should be made," says Perez-Hogan.

A correction is just what parents in Bushwick have been seeking. The parents' organization had sought out Schools Chancellor Dr. Ramon Cortines, but he announced his resignation and left the post last October. Parents felt that they had no other recourse but to file a lawsuit.

One of their advocates, Sister Kathy Maire, says that extended stays in bilingual education serve only to hold students back. "Students are watching TV and interacting with peers on the street, and they would be better off in English as a Second Language (ESL) class, not bilingual education," she says.

Whatever the outcome of this lawsuit, the tide might already be turning against protracted stays in New York City's bilingual classes. The newly appointed African-American chancellor of the New York City Schools, Dr. Rudolph Crew, has said that he would prefer to see students spend only a short time in bilingual programs. "The issue for me," Crew has said, "is the education of children, how they develop, how they reach a level of skill, a level of trust, and how they see themselves as productive, capable learners." HO

Defending Affirmative Action

by Amalia Duarte

Reports of the death of affirmative action might have been premature, but preference programs are still in trouble, said speakers at a recent American Council on Education (ACE) conference.

Educators were urged by speakers to take a more active role in sustaining affirmative action programs, which have been under fire from politicians and the public. "If you're in this fight, you've got to collect examples, real life examples of how [affirmative action] has worked," said civil rights activist and award-winning journalist Roger Wilkins, who told participants to write letters and opinion pieces in favor of preference programs for local and national newspapers.

The fall gathering in Kansas City, Mo., entitled "Educating One-Third of a Nation V: Constructing the Next American Dream," was the fifth in a series of conferences on minorities in higher education held by ACE, a Washington-based organization that serves as an umbrella group for more than 1,800 public and private institutions.

Among topics discussed by meeting-goers were federal programs and their impact on people of color, leadership and accountability issues, ways to mobilize for change, and the meaning of "culture" as it relates to higher education. More than 600 chief executives, administrators, and faculty from colleges and universities all over the country gathered for the conference.

> "They are going after the most vulnerable people, knowing they can get away with it."
>
> —Charles Ratliff, deputy director, California Postsecondary Education Commission

But the real focus of the agenda was pumping new lifeblood into affirmative action, which speaker after speaker said is still facing serious attack. The good news for participants was that the anti-affirmative action wave might have crested on the federal level. Recently, conservative politicians in Congress have muted their criticisms, and California Gov. Pete Wilson dropped out of the presidential race after his anti-immigrant, anti-affirmative action message failed to excite voters.

But state legislatures and citizens are still looking to quash affirmative action, warned Cynthia Luna Scott, project manager of higher education with the Education Commission of the States. In a session on state action, she reported that bills limiting or banning affirmative action have been introduced in 19 states, but these measures either died in committee or were killed by lawmakers or vetoed by governors. In only five states—New Jersey, Michigan, California, Pennsylvania, and South Carolina—were measures still alive.

But, she added, citizen initiatives are pending in California, Colorado, Florida, Oregon, and Washington that would ban or limit preference programs. In the same session, panelists talked about the impact of the University of California Board of Regents' vote to dismantle affirmative action in hiring, promotions, and admissions. Charles Ratliff, deputy director of

"Merit should not reflect who you know or who your parents were."

—Lani Guinier, law professor, University of Pennsylvania

the California Postsecondary Education Commission, said the move could reduce African-American enrollment at UC by as much as 25 percent and cut Latino admissions by 14 percent. "They are going after the most vulnerable people, knowing they can get away with it," said Ratliff of the vote.

In another session, two speakers asserted that affirmative action is still needed because, despite federal laws, most institutions do not provide equal opportunities. In a discussion on the history of affirmative action, Theodore Shaw, associate general counsel of the NAACP Legal Defense and Educational Fund, Inc., said, "While there might be some trickle-down effect, it is not the answer to the problems [of the country's] legacy of underdevelopment of minority populations."

Shaw predicted the current assault would lead to an end to set-aside programs for federal contractors and to the creation of new programs based on "place, not race," aimed at benefiting companies based in impoverished neighborhoods.

The question of who should benefit from affirmative action—minorities and women or the economically disadvantaged—was taken on by one of the plenary speakers Lani Guinier, law professor at the University of Pennsylvania and former nominee for assistant attorney general for civil rights in the U.S. Department of Justice. Guinier argued that women, minorities, and the disabled still need affirmative action because until just recently they were "excluded from the universal category of being normal or being just human beings. To me, affirmative action means inclusive action, action taken to include in the workforce or admissions pool those who look in the mirror and see something other than a universal human being."

In a wide-ranging plenary speech, she questioned what it means to be "qualified." A recent study that she undertook at the University of Pennsylvania, for example, found a low correlation between scores on the Law School Admission Test and later performance in law school. She concluded that the school's hierarchical and competitive culture was better suited to male students. Men tended to do better in law school than did women who entered the program with similar grades.

Guinier argued that "many people think that those who succeed in this society do so because they work hard and play by the rules. There are many who do play by the rules and who don't succeed." She added later, "Merit should not reflect who you know or who your parents were."

In summing up, Guinier said, "You can't resolve a complex society problem with one-size-fits-all rules. Our challenge is not just about giving people a chance to do jobs. It is about diversity and adaptation to a changing environment."

Strong encouragement came from the Clinton Administration's Norma Cantu, assistant secretary for civil rights at the Department of Education. "The President is trying to ensure access to higher education through AmeriCorps, the direct student loan program, and increased funding of Pell Grants and other programs, but," she acknowledged, "all these efforts are at risk."

Cantu pointed to accomplishments under the Clinton Administration, including the clearing of a massive backlog of civil rights complaints that had accumulated under the Bush Administration. "[Now] there is not the backlog of cases, and the Office for Civil Rights is better able to stay current and to help colleges become accessible to those with disabilities, resolve complaints by women about discrimination in athletics, or devise sexual harassment grievance procedures," said Cantu.

Recognizing the importance of these empowering events, Cantu called for similar conferences in the future in order to "affirm that we will get closer to justice and fairness."

It was clearly a message of support that educators on the frontlines needed to hear. **HO**

AN OPPOSING VIEWPOINT

At the ACE conference, not all speakers spoke glowingly in favor of affirmative action.

In what turned into one of the conference's most heated sessions, Stephen Balch, president of the conservative National Association of Scholars, delivered a plenary speech on diversity in which he warned that an emphasis on diversity and multiculturalism could lead to a "dangerous tribalism."

"Ideas such as multiculturalism and diversity contain real perils. They are essentially pre-rational, motivating people to think with their blood rather than their minds," he asserted.

He attacked the notion of diversity further, saying it "does not seek to do justice to individuals, but rather to groups. In the process, individual rights are given short shrift, and even detrimental effects on minority individuals are glazed over."

Speaking about the success of Asian immigrants in the U.S., he said, "People do not come to America for the sterile purpose of basking in the glory of their ancestors; they come to find new purposes for themselves."

In conclusion, Balch struck a note more in keeping with the conference's theme: "Multiculturalism understood as an openness to other cultures on the part of each individual and an openness to individuals on the part of each culture does have much to give to our or any other society. And this may be the common ground on which we can meet."

Despite the uplifting ending, audience members were quick to raise questions, puncturing holes in his assumptions and beliefs. Some challenged Balch's assertion that the country is (or should be) operated on the basis of merit. "If a meritocracy existed," argued one educator then, "there wouldn't be seniority rules. If people were hired on merit, nepotism wouldn't exist."

Others simply vented their anger, with one going so far as to say that "a racist clothed as a scholar is still a racist."

—Amalia Duarte

Are Hispanics a Race?

by Monica Rhor

During the last U.S. Census, many people of Latin American descent apparently didn't like the options listed for ethnic and racial categories.

Faced with checking either "Hispanic," "White," or "Black," they opted, instead, to mark themselves as "Other."

Next time around, the Census Bureau is hoping that won't happen as often. The government is considering changing the form, possibly by re-categorizing Hispanics from an ethnic group to a separate race, in order to more accurately count those of Spanish and Latin American descent. But this proposal puzzles some Hispanics who question how a diverse group of people with African, Indian, European, and even Asian roots can fit into one box.

"We [Latinos] confuse people," says Lisa Navarette, spokeswoman with the National Council of La Raza. "Even some people in the Hispanic community don't understand the concept of a Black Hispanic or an Asian Hispanic. We don't fit into the framework of what's been handed to us."

But if Hispanics don't neatly fit into the country's black-and-white framework, that's not a problem. The government has long juggled racial classifications to suit the times and is looking to do so again. For example, from 1920-40 Asian Indians were counted as "Hindus," then they were considered "White" from 1950-70, and in the past two censuses they have been called "Asian or Pacific Islanders," according to the Office of Management and Budget (OMB). Those changes reflect what the OMB calls the fluidity of ethnicity. "Self-perceptions of race and ethnicity change over time and over circumstance for many people," says an OMB report.

Likewise, for most of this century, the federal government has struggled with how to categorize people of Spanish and Latin American descent whom it considered to be something other than "White." In the 1920s, Census takers compiled a list of 8,000 surnames deemed to be of Spanish origin. If you had one of those last names, you were categorized as Latino, a practice that lasted into the '70s in some parts of the Southwest. In the '30s, Latinos were considered a separate race—a conclusion that infuriated the Mexican government. At other times, the government went by "language spoken" or parentage. But these approaches have resulted in a vast undercounting of people of Latin American and Spanish descent.

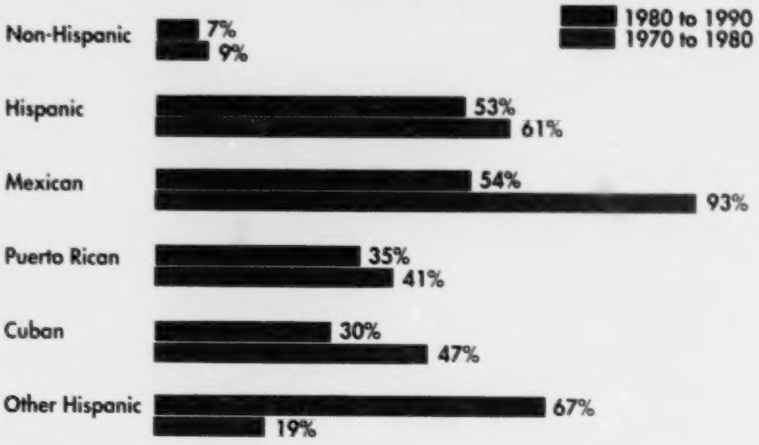
By 1977, the government tried a novel approach: if the category didn't exist, then they'd invent a new one. So, to keep track of the growing number of Latin American immigrants and their descendants, the federal government coined its own term: "Hispanic." But this didn't work out either. Some rejected "Hispanic" in favor of "Latino," while others identified more closely with their country of origin, preferring to be called Cuban, or Dominican. And some Mexican-Americans insisted on being called Chicano or Chicana. And then there were those who did not relate to any of these terms and checked off "White" or "Black"—focusing on their racial identity—or the nebulous "Other."

To make sense of this confusion, since last summer, the OMB has been holding public hearings on proposed changes to the current classifications by which people are counted as white, Hispanic, Black, Asian or Pacific Islander, American Indian or Alaskan native. Public comment has come from federal agencies and Latino advocacy organizations, among other groups. Any changes to the current ethnic and racial standards will not take place until mid-1997, but by this coming March, the government plans to conduct a test in preparation for the next Census in the year 2000.

Changes in racial and ethnic classifications are more than symbolic and would have an impact on the Latino community in very basic, direct ways, say observers. "Numbers are clout," says Navarette. "The more numbers we have, the more serious allocations we can get in funding and other programs. If we don't get an accurate picture of the community, we'll lose out."

And in recent years, there has been a growing concern that the government standards are failing to reflect a true picture of the country's diversity. In the 1990 Census, for example, Hispanics were listed as a separate ethnic group. Yet, four of 10 Hispanics marked

Hispanic Population Growth, by Type of Origin: 1970 to 1990



SOURCE: *1970 Census of Population*, PC (2)-1C. *1980 Census of Population*, PC80-S1-7. *Commerce News*, Bureau of the Census, CB91-216

"Other" when asked to identify themselves. About 10 percent of the population failed to respond to the Hispanic-origin question at all. A follow-up study found that "Hispanics had high levels of inconsistent reporting in the race question," an OMB report states. "These results indicate the question may not be operating as intended."

A number of changes are being considered to correct that trend. Federal officials believe that one solution is to categorize Hispanics as a separate race, not merely as an ethnic group. The OMB cites the case of a Mexican-American man who was befuddled by the race question. In his mind, it seemed to be making him white, but where he lived, people were classified as either Mexican or Anglo.

Another proposal calls for race and ethnicity to be combined into a single question. The categories would then include "Hispanic;" "White, not of Hispanic origin;" and "Black, not of Hispanic origin." Yet another suggestion involves adding a new "multiracial" category. And the OMB is also thinking about a single race/ethnicity question that would allow respondents to mark more than one category.

But would that really help give a more accurate picture of the Hispanic population? Or would it result in an even greater undercounting of the community? There are no easy answers—not even within the Latino community itself. "I'd like to know what is behind it," says Isidro Lucas, director of the Office of Hispanic Studies at Chicago State University. "If they're going to prevent Latinos from getting a full share of benefits by calling us Black or brown, then it worries me. If they're doing it as a remedy for past discrimination, it's good."

Lucas, a Spanish immigrant, frowns on racial categories in general, saying the U.S. is already too focused on artificial racial divisions. "If they call us a different race, I'm not sure what that means," he says. "In the past, the only groups categorized like that were groups traditionally discriminated against."

Navarette agrees that Hispanics are not a race and believes many Latinos would be reluctant to identify themselves under a separate racial category, which could result in even greater numbers going uncounted. She says, "We have Black, white and indigenous roots. You can't just fold us into a race."

La Raza, one of the groups offering input to the OMB, recommends using a two-part question to address the issue of Hispanic origin and race. That way, a respondent can identify herself or himself as both Hispanic and a member of a certain racial group.

But La Raza does agree with the federal government that change is needed. "The question as it is now is confusing, so you get a lot of confusing results," Navarette says, pointing to the large number of Hispanics who check off the "Other" category. "It seems as if we're missing a lot of people. We don't know what's going on with those people."

For many Hispanics such distinctions might seem odd, says Isidro Lucas, citing the fact that many Hispanic families are multi-hued, ranging from siblings with blonde hair and blue eyes to cousins with darker complexions. "The thing is complicated," he says. "It's far more simplistic to say Latinos are a different race. It's just a stereotype that's a result of laziness. It's easier to say, 'Clearly these people are not like us. They are a brown race.' "

Navarette believes that the current standard is too simplistic and doesn't do service to the Latino population, which comes in all colors and racial groups. "Hispanics can be Black, white, or multiracial. A single race/ethnicity question would not take those complexities into mind," she says. "All institutions in this country have trouble dealing with the Latino community. The federal government doesn't quite get our community."

To add to the debate, interracial marriages are on the rise, according to the OMB, jumping from 150,000 in 1960 to 1.5 million in 1990. In the last Census, 4 percent of couples reported that they were of different races or one was of Hispanic origin. Such households had about 4 million children.

That means the United States is now growing towards a multiracial population that in many ways already exists in the Latino community. Perhaps in the future, such static categories won't be needed. "There needs to be a sea change in this country. The Black-white dichotomy just doesn't work, if it ever did," Navarette says. "Truly, in 1995, we shouldn't be talking about being divided between Black and white." **HO**

Hortensia Cadenas

George Mason University

by Miriam Rinn

Because Hortensia Cadenas arrived alone in the United States when she was just a teenager, she understands all too well how lonely and disoriented Latino immigrants can feel.

She also understands the pressures faced by Latino children who are torn between their parents' native cultures and American ways.

The daughter of affluent Cubans, Cadenas came to the U.S. to attend boarding school at age 15. A few years later, the rest of her family followed, fleeing Fidel Castro's communist regime as did many upper-class Cubans.

The transition to the U.S. was not always an easy one, but education provided an anchor for Cadenas. After obtaining an associate's degree from Immaculata College in Washington, D.C., she attended George Mason University in Fairfax, Va., where she earned her bachelor's and master's degrees.

Entering the workforce initially as a translator, she later became a Spanish teacher and a bilingual specialist in the public schools. The move into teaching was a natural one for Cadenas, who says she had always been drawn to education, the value of which was stressed by her father. "It's something that can never be taken away. I really think that education is the key," says Cadenas. With those words in mind, she became involved with an early-intervention program for Latino youth based at George Mason. "I love to teach, but I saw the need among the Spanish-speaking population for such a program," she says.

TITLE:
Director, Early Identification Program

INSTITUTION:
George Mason University

HER PROUDEST MOMENT:
"Every time an EIP student beats the odds and shows me a college acceptance letter."

A QUOTABLE QUOTE:
"No matter what happens to you, education is a treasure that can never be taken away."

HER GREATEST LEGACY:
"The ability to change someone's life for the better, to make that person believe he or she is capable."

EDUCATION:
A.A.: Immaculata College
B.A.: George Mason University
M.A.: George Mason University

Today Cadenas passes on her father's wisdom to students as director of the Early Identification Program (EIP), which identifies promising Latino junior high schoolers and gives them support to make it into higher education. Having confronted bicultural conflicts in her youth, Cadenas is especially adept at easing the tensions for Latino teenagers who are her charges in EIP. "A lot of wonderful things in our [Latino] culture are not in conflict with life here," Cadenas tells them.

An important component of EIP is parental involvement. "We found that if we wanted to be effective with the students, we have to reach out to the parents," she says. Parents of EIP students take parenting classes for four weeks to counter the stresses of being separated from relatives and friends. Feeling like outsiders in the community, working several jobs, and having little time for recreation, these parents encounter tremendous pressure. Oftentimes, they have little time to influence and counsel their children other than to provide strict discipline.

Another problem is that Latino children sometimes end up acting as translators for their parents. With their children as their voices, Latino parents might begin to feel a lack of control over their families, says Cadenas, a situation that can, understandably, lead to tension and trouble. "When you combine that with

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the pains of adolescence," an explosive situation can develop, Cadenas believes. To help avoid those explosions, she works with two other organizations, Hispanics Against Child Abuse and Neglect, and Citizens Child Abuse Prevention.

EIP is designed to smooth out such familial conflicts, while steering the children toward college. The program began in 1986 as a partnership with three public schools. "We ask counselors to nominate students who have the potential to go to college but might not be registered in college courses," Cadenas explains. "Virtually all the kids in the program are the first in their families to attend college. They don't know the process, so many Latino youngsters fail to take the required college-prep courses. Instead of algebra, they take simple math; rather than struggle with chemistry or biology, they take general science. There are not enough counselors in the schools to make sure that each student who might want to attend college takes the appropriate courses and finds out about financial aid."

In EIP, the children and their parents sign contracts promising that they will attend summer academies and workshops and that the student will maintain a C average and will enroll in a college-prep course. Then, George Mason students become tutors to these high-potential youngsters. "The program is small enough so that we can keep track of the kids," Cadenas says. She makes it quite clear to families that if they are not interested in a long-term commitment, they should not sign the contract. "But," she adds, "once we explain what we're doing, the parents are very supportive."

The idea is for the youngsters to eventually enroll at a four-year institution. One EIP student has graduated from GMU so far, and half of the program's alumni are enrolled in other well-respected colleges, including American University, the College of William and Mary, Morehouse College, Old Dominion, and Temple University. For some of these students, enrolling in college is almost unimaginable. Says Cadenas: "Many students who come to us have never considered a college education; they don't believe they can do it."

> **"Many students who come to us have never considered a college education ..."**
>
> **—Hortensia Cadenas, director, Early Identification Program, George Mason University**

In many cases, the encouragement and support they receive from EIP is crucial to their success. Yanny Lozano is a college student now, but that was not one of her goals a few years ago. Lozano, who lives with her mother, a Colombian immigrant, says about college, "I really thought it would be impossible. I still can't believe I'm here." EIP helped boost her math grade from C to A, but just as importantly, it raised her aspirations. "I oriented myself to going to college," she says. While her high school friends work at the mall or as secretaries, Lozano dreams of becoming a computer analyst. "I know eventually it's going to pay off."

Lozano finds college challenging, but not overwhelming. "The program has been a big support for me, and that's very important when you're in high school with all that pressure. Sometimes, I sit there and think without this program, where would I be right now?"

A tangential mission of the program is to broaden the experiences of these young people by introducing them to the larger artistic and cultural world. Otherwise, "they stay right here in their own little communities," Cadenas says. Field trips last year, for example, included a memorable visit to the Holocaust Memorial Museum in nearby Washington, D.C., and summer outings brought students to wildlife refuges and research laboratories as well as to professional job sites.

Cadenas's efforts are clearly appreciated. "She is one of the most remarkable people I've met in my entire life," says Marjorie Haley, who supervises EIP as the assistant provost for academic programs. "She always has time for everyone. The door is always open. Kids in the program want to succeed for her."

For her part, Cadenas feels a sense of accomplishment when a student such as Lozano says, "I feel I'm still the same person, but I feel I've grown as a person. I look at things in a different way." **HO**

Hispanic Outlook in Higher Education: A QUESTION OF CLARITY

by Norma V. Cantú

Norma Cantú is the assistant secretary for civil rights in the U.S. Department of Education's Office for Civil Rights.

Is the Hispanic outlook in higher education as clear as 20/20? Maybe not. It seems that recent Congressional proposals have produced some imperfections or astigmatisms that severely cloud the vision of a radiant future of expanding opportunities.

TRENDS INDICATING IMPROVEMENTS

Studies by the National Center for Education Statistics, a part of the U.S. Department of Education, revealed in the fall of 1995 that American high school students are taking more challenging courses. Strong evidence shows that this hard work by high school students is paying off in a number of ways: higher SAT scores, significant educational gains by minorities, and reduced drop-out rates. For minority students, taking more difficult courses pays off in improved college-going opportunities, especially as college registrars weigh positively the tough courses that better prepare students for college and career. The U.S. Department of Education has been encouraging this trend by urging America's students to take algebra, trigonometry, literature, foreign languages, and other advanced courses in high school. Through support to a wide network of parent organizations, the department seeks to have this message reach parents and students of all races and economic backgrounds.

Further, the department annually makes $30 billion available in federal student financial aid to expand access to higher education. Last year, 3.7 million students received Pell grants; 991,000 students received Supplemental Educational Opportunity grants; 713,000 students received work-study funds; and 724,000 students were given Perkins Loans monies. Last year, $22.7 billion in loans were made under the Federal Family Educational Loan program.

Finally, aside from these incentives, the Education's Office for Civil Rights actively enforces the federal civil rights statutes that prohibit discrimination on the basis of sex, race, color, national origin, age, or disablities.

LEGISLATIVE CLOUDS

The threat to higher education opportunities for Hispanics and other students comes in the form of proposed Congressional actions that cap federal financial aid. Rather than increasing funds to accommodate increases in college enrollments, Congress proposes to slash the Department of Education's budget. Less than full funding for student financial assistance would be devastating. The proposed deep cuts in education funding are particularly troublesome when offered by Congress at the same time as tax breaks for the wealthy. One member of Congress, in opposing these education cuts, called Congress's vision "seriously dumb."

Education Secretary Richard Riley testified before the House Committee on Economic and Educational Opportunities that "our economic prosperity, our national security, and our nation's civic life have never been more linked to education than they are today as we enter the Information Age of the 21st century." If we are to move forward to improving our economic growth, our international competitiveness, and our way of life, we must balance the federal budget, but not on the backs of our learners. After all, our students might be 20 percent of our present population, but they are 100 percent of our future. **HO**

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HISPANICS FIGHT BILINGUAL EDUCATION

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Congress Might Cut Aid to Foreign Students

by Ines Pinto Alicea

As Congress looks to cut benefits for both illegal and legal immigrants, the next target might be tuition assistance for foreign students, one-third of whom are Latino.

During debate over welfare reform, Congress considered several proposals to deny aid to immigrants, but the plans were later abandoned under pressure from big business, according to observers.

But several Republican members of Congress are expected to raise the issue again during debates on immigration. A committee did agree to require all immigrants to have a U.S. citizen cosign their loans, a regulation not imposed on other students.

Foreign students in the U.S. are eligible for a number of financial aid programs—including Pell Grants, State Student Incentive Grants, and Stafford and other direct student loans—provided by the Higher Education Act, but some in Congress are pushing to cut off such aid.

While the dollars involved are insignificant, the threat of a cut-off looms large for these students. The amount of money collected by foreign students, who made up just 3.6 percent of the 16.3 million undergraduates and 3.3 percent of the 2.3 million graduate/first professional students in 1990, is negligible, according to a study by the Washington-based Institute for Higher Education Policy. But their need for financial assistance is great, according to the study, which found that "the resources awarded through student aid programs are critical in providing access to higher education."

Faced with potential cutbacks, many of these students are urgently seeking citizenship. But, Latino advocates say, becoming a citizen can take almost two years. The Immigration and Naturalization Service (INS) is more interested in protecting borders than in making new citizens, these critics contend. "The INS doesn't emphasize what its middle initial—naturalization—stands for as much as it should," says David Peña, citizenship outreach coordinator for the San Antonio Immigrant and Refugee Rights Coalition.

Without citizenship, says Chuck Rodriguez, interim president for the Hispanic Association of Colleges and Universities (HACU), these students lack a "political voice" to stop efforts in Congress to limit their benefits.

The INS's burden has grown dramatically over the past few years, while its budget has decreased. Citizenship applications jumped 225 percent from 1990 to 1995, while the agency's budget for naturalization dropped 35 percent, according to a recent issue of the newslatter *Latino Issues Forum*.

But with an anti-immigrant mood sweeping the country, funding for the enforcement division nearly doubled. "The naturalization division is currently underfunded, perceived to be a lesser priority than enforcement, and might not even receive all the resources it generated from the citizenship application fees," wrote Guillermo Rodriguez and Richard Raya in the *Forum*. They asked, "Can the Immigration and Naturalization Service effectively manage this increased caseload given its existing backlog and limited resources?"

Students who apply for citizenship in effect are being disenfranchised, charge Rodriguez and Raya, who claim the waiting period for the processing of citizenship can be as long as 18 months.

Peña expresses frustration over the nation's anti-immigrant prejudices and what, he says, is a misperception that immigrants are a drain on the U.S. economy. "According to the Urban Institute, immigrants put $25 billion more into government coffers by paying taxes than they take out," Peña asserts.

Despite the obstacles, Lydia Camarillo, executive director of the Southwest Voter Registration and Education Project in San Antonio, Texas, is optimistic that the growing strength of Latino voters will eventually dispel those myths. She says interest in becoming a citizen is growing among Latinos, who traditionally have been among the slowest of all immigrant groups to become naturalized. In contrast, today, says Camarillo, "A high number of Latinos want to be citizens." **HO**

LETTERS TO THE EDITOR

I enjoy your magazine very much. As a Hispanic, with a Ph.D., working as director of the Upward Bound Program at the State University of New York at Fredonia, where a large number of Puerto Rican students are not encouraged to attend postsecondary education, I am glad that I can use your articles to highlight the significance of education. Thank you.

LAILA DENOYA
Director, Upward Bound
SUNY at Fredonia

AT&T Gets Schools Online

AT&T will offer free Internet access to virtually every elementary and secondary school in the nation under a new program called AT&T Learning Network.

Expected to cost $150 million over five years, the move puts 110,000 public and private schools on the 'Net and offers them voice-messaging. The program is a boon for the schools but is also expected to create a huge pool of future buyers of online services of which AT&T is a provider.

The company will offer free dial-up Internet access, browser software, and 100 free hours of use, with a 30 percent discount on future service.

The Internet provides a wealth of information to users from links to major libraries around the world to news groups on thousands of topics.

Weeding Out Undocumented Workers

The U.S. Immigration and Naturalization Service is starting a pilot program for employers to verify the legal status of potential workers using a computer database.

The program, which is being launched among 200 small California companies, will enable employers to instantly find out if an applicant has the appropriate status to work in the U.S.

Employers can be fined for knowingly hiring undocumented immigrants, but small companies have complained that they lack the resources to check out every single job applicant's paperwork. A similar program is being considered for use on a nationwide basis.

Tenured Faculty More Productive

A recent study by the National Center for Educational Statistics found that at public research institutions, tenured faculty published nearly twice as many articles and taught more classes than did their non-tenured colleagues.

A similar trend was found at community colleges, but faculty at institutions not offering tenure showed lower research rates and lower teaching productivity. The survey of 900,000 faculty seems to counter the notion that tenure is a precursor to complacency and laziness.

Overall, little more than one-third of faculty surveyed were tenured, and of full-time faculty, slightly more than half had been granted tenure—but most of these faculty were men. Women were still far less likely than men to have tenure. Among all faculty, 43 percent of the men had tenure compared with 23 percent of the women. Those least likely to have tenure were faculty at public two-year colleges and those working at specialized institutions. HO

—Compiled by Amalia Duarte from news reports.

COMING JAN. 19TH...

Women in Higher Education

A new curriculum guide adds female (and minority) voices to the classroom ...

an interview with Latina feminist Bettina Flores ...

and a New York state university program prepares women for careers in government.

CONTROVERSY

IMMIGRANT PARENTS CHALLENGE BILINGUAL EDUCATION

by Gary M. Stern

Immigrant parents from one of New York City's poorest neighborhoods are fighting state educational policies that they say keep their children in bilingual programs too long.

One of the parents, Maria Perez, whose two children were in bilingual education, says, "What bothered me was that they place children in bilingual programs and keep them there for years and years. They aren't learning English."

Perez and other members of the Bushwick Parents Organization (named for the Brooklyn, N.Y., neighborhood in which the families live) argue that many immigrant students are needlessly kept in bilingual classes for up to six years, the maximum time allowed under state law. They say bilingual education stifles their children's learning and point to studies showing that after three years 75 percent of bilingual students in Bushwick's District 32 have not been moved into mainstream classes.

The local controversy underscores the national debate over whether bilingual classes work or, instead, backfire by immersing students in their native language. It also poses questions about the motivations of the massive bureaucracy that has evolved to run these programs. Detractors of bilingual education have long contended that immigrant children are kept in these programs by self-serving administrators and teachers out to save their own jobs. For example, in New York State, the law stipulates that students can remain in bilingual classes for up to three years but should be moved out if they reach a 40th percentile on a language-assessment test. But local school boards, claiming immigrant students have not attained proficiency in basic reading comprehension and writing in English, are routinely granted waivers by the state to keep students in for much longer periods of time.

Irate Bushwick parents argue that many of these students would be better off in mainstream classes. They have filed a lawsuit asking the state education commissioner to deny requests for such waivers and to require the state to review each child's progress individually. State education officials claim that they lack the resources for individual tracking and say that parents have the power to remove their children from bilingual education.

But immigrant parents want to see the program revamped. They believe bilingual education as structured in New York City doesn't work—and might even inhibit the learning of English. Indeed, they might be right: after three years of bilingual education, one-third of bilingual students in District 32 scored lower on English-language tests than when they started. And the city's bilingual education program was blasted last year in a report issued by New York's Board of Education. The report concluded that students—even recent immigrants—who took most of their classes in English generally fared better than those in bilingual education.

Like the several hundred parents in the Bushwick group, some education experts agree with the report's conclusions. "Students are getting hurt. They're not mastering English, and from what we're hearing, they're not mastering Spanish either," concurs Ray Domanico, executive director of the Public Education Association, a nonprofit advocacy group based in New York City.

The attorney representing the parents, Robert Smith, with Paul, Weiss, Rifkind, Wharton & Garrison, which has taken the case on a pro-bono basis, says that these immigrant parents believe their children are "trapped in bilingual classes." Smith says that for many students "bilingual education becomes a prison. They don't learn the English they need and can't get out."

Although the lawsuit focuses on District 32 in Brooklyn, Smith says that most New York City elementary and junior high schools treat bilingual education in this way. "When a student is in his or her sixth year in New York City schools and can't speak English, something is wrong," he says. Victoria Delgado, who is coordinator of bilingual education for District 32, did not return repeated telephone calls to her office for a response.

The seeds of the lawsuit were planted about three years ago when parents began grumbling about the low educational achievement of children in the district, recalls Sister Kathy Maire, an associate organizer with the East Brooklyn Congregation, a New York-based advocacy group that has helped organize the Bushwick Parents. "We didn't set out to begin a lawsuit," she says. "They were frustrated by low-level performance, poor teacher qualifications, what happens when teachers were absent, and a general sense of lack of education."

Dissatisfaction grew with bilingual classes. A majority of students in the district—65 percent—are Spanish-speaking students, primarily from Puerto Rico, the Dominican Republic, and Mexico. Many of these youngsters were being rejected from the city's more competitive junior high schools because they lacked adequate English-language skills, according to parents. "When parents looked back, one pattern was that bilingual students had not learned enough English," Maire adds.

In Maire's view, the bilingual program is failing in teaching both English and the students' native languages. Students in the bilingual program are not competent in speaking and writing their native language or in speaking English. She is hoping that the suit will lead to more accountability of bilingual classes and closer monitoring of the program.

MAKING THE TRANSITION

Just how long should children stay in bilingual education? Experts can't seem to agree. Jim Lyons, executive director of the National Association for Bilingual Education, based in Washington, D.C., says that across the country most students are removed from bilingual classes within three years. But, Lyons says, parents and school districts should forget length of stay and look at other measures of success. "I would prefer seeing a mea-

"I would prefer seeing a measuring stick based on the quality of how students are doing academically in English and content areas rather than on the time element."

— Jim Lyons, executive director, National Association for Bilingual Education

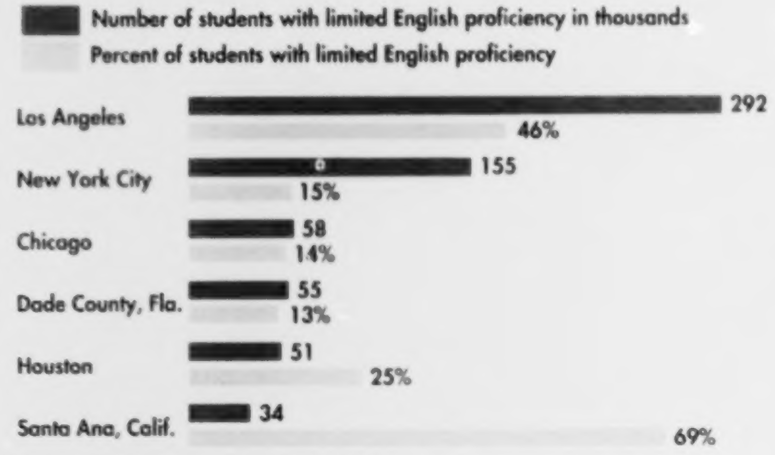
suring stick based on the quality of how students are doing academically in English and content areas rather than on the time element," he says.

Lyons adds that parents should be aware that even when their children speak English, they might not have mastered the language sufficiently to handle English-language courses in math, science, or social studies. He says that in other parts of the country, parents are filing lawsuits demanding the addition of bilingual education programs.

> " ... they place children in bilingual programs and keep them there for years and years."
>
> —Maria Perez, member, Bushwick Parents Organization

ENGLISH DEFICIENCY

Top school districts having students with limited English ability, 1993-94



SOURCE: National Clearinghouse for Bilingual Education

Another expert, writer James Crawford, believes most immigrants can benefit from more than three years in bilingual education and says that if students are forced out of programs too quickly, their education can be stunted. The models that have proven most effective, he claims, are when students learn in their native language up to the fourth grade and then are taught in English and their native language. "The fact is that later transition is not harmful. For many students three years is probably too soon to be transitioned into English," says Crawford, author of *Bilingual Education: History, Politics, Theory and Practice (Bilingual Educational Services).*

Not surprisingly, Carmen Perez-Hogan, coordinator for bilingual education at the New York State Education Department, also defends current bilingual education policies and says that parents can remove their child from the program without going to court. "Parents have the option of withdrawing their children from bilingual programs at any time. All they have to do is come to the school and sign a release form," she says. In fact, she adds, many parents in the district have taken that option.

And, Perez-Hogan believes that the state is correct in granting waivers. She says that many students need to stay in bilingual education longer than three years in order to master English. She asks, rhetorically, "Have you ever tried to learn another language?" In bilingual education, she says, students are keeping up with their other subjects like math and science by learning in their native language. Empathizing with the parents' concerns, she agrees that the current testing methods are inadequate.

But she would prefer to see standards raised and the test toughened. "If the student hasn't made any progress and isn't reading or advancing, sure, there's a problem. We need to track down the situation and determine what kind of correction should be made," says Perez-Hogan.

A correction is just what parents in Bushwick have been seeking. The parents' organization had sought out Schools Chancellor Dr. Ramon Cortines, but he announced his resignation and left the post last October. Parents felt that they had no other recourse but to file a lawsuit.

One of their advocates, Sister Kathy Maire, says that extended stays in bilingual education serve only to hold students back. "Students are watching TV and interacting with peers on the street, and they would be better off in English as a Second Language (ESL) class, not bilingual education," she says.

Whatever the outcome of this lawsuit, the tide might already be turning against protracted stays in New York City's bilingual classes. The newly appointed African-American chancellor of the New York City Schools, Dr. Rudolph Crew, has said that he would prefer to see students spend only a short time in bilingual programs. "The issue for me," Crew has said, "is the education of children, how they develop, how they reach a level of skill, a level of trust, and how they see themselves as productive, capable learners." HO

CONFERENCES

Defending Affirmative Action

by Amalia Duarte

Reports of the death of affirmative action might have been premature, but preference programs are still in trouble, said speakers at a recent American Council on Education (ACE) conference.

Educators were urged by speakers to take a more active role in sustaining affirmative action programs, which have been under fire from politicians and the public. "If you're in this fight, you've got to collect examples, real life examples of how [affirmative action] has worked," said civil rights activist and award-winning journalist Roger Wilkins, who told participants to write letters and opinion pieces in favor of preference programs for local and national newspapers.

The fall gathering in Kansas City, Mo., entitled "Educating One-Third of a Nation V: Constructing the Next American Dream," was the fifth in a series of conferences on minorities in higher education held by ACE, a Washington-based organization that serves as an umbrella group for more than 1,800 public and private institutions.

Among topics discussed by meeting-goers were federal programs and their impact on people of color, leadership and accountability issues, ways to mobilize for change, and the meaning of "culture" as it relates to higher education. More than 600 chief executives, administrators, and faculty from colleges and universities all over the country gathered for the conference.

> **"They are going after the most vulnerable people, knowing they can get away with it."**
>
> —Charles Ratliff, deputy director, California Postsecondary Education Commission

But the real focus of the agenda was pumping new lifeblood into affirmative action, which speaker after speaker said is still facing serious attack. The good news for participants was that the anti-affirmative action wave might have crested on the federal level. Recently, conservative politicians in Congress have muted their criticisms, and California Gov. Pete Wilson dropped out of the presidential race after his anti-immigrant, anti-affirmative action message failed to excite voters.

But state legislatures and citizens are still looking to quash affirmative action, warned Cynthia Luna Scott, project manager of higher education with the Education Commission of the States. In a session on state action, she reported that bills limiting or banning affirmative action have been introduced in 19 states, but these measures either died in committee or were killed by lawmakers or vetoed by governors. In only five states—New Jersey, Michigan, California, Pennsylvania, and South Carolina—were measures still alive.

But, she added, citizen initiatives are pending in California, Colorado, Florida, Oregon, and Washington that would ban or limit preference programs. In the same session, panelists talked about the impact of the University of California Board of Regents' vote to dismantle affirmative action in hiring, promotions, and admissions. Charles Ratliff, deputy director of

"Merit should not reflect who you know or who your parents were."

—Lani Guinier, law professor, University of Pennsylvania

the California Postsecondary Education Commission, said the move could reduce African-American enrollment at UC by as much as 25 percent and cut Latino admissions by 14 percent. "They are going after the most vulnerable people, knowing they can get away with it," said Ratliff of the vote.

In another session, two speakers asserted that affirmative action is still needed because, despite federal laws, most institutions do not provide equal opportunities. In a discussion on the history of affirmative action, Theodore Shaw, associate general counsel of the NAACP Legal Defense and Educational Fund, Inc., said, "While there might be some trickle-down effect, it is not the answer to the problems [of the country's] legacy of underdevelopment of minority populations."

Shaw predicted the current assault would lead to an end to set-aside programs for federal contractors and to the creation of new programs based on "place, not race," aimed at benefiting companies based in impoverished neighborhoods.

The question of who should benefit from affirmative action—minorities and women or the economically disadvantaged—was taken on by one of the plenary speakers Lani Guinier, law professor at the University of Pennsylvania and former nominee for assistant attorney general for civil rights in the U.S. Department of Justice. Guinier argued that women, minorities, and the disabled still need affirmative action because until just recently they were "excluded from the universal category of being normal or being just human beings. To me, affirmative action means inclusive action, action taken to include in the workforce or admissions pool those who look in the mirror and see something other than a universal human being."

In a wide-ranging plenary speech, she questioned what it means to be "qualified." A recent study that she undertook at the University of Pennsylvania, for example, found a low

AN OPPOSING VIEWPOINT

At the ACE conference, not all speakers spoke glowingly in favor of affirmative action.

In what turned into one of the conference's most heated sessions, Stephen Balch, president of the conservative National Association of Scholars, delivered a plenary speech on diversity in which he warned that an emphasis on diversity and multiculturalism could lead to a "dangerous tribalism."

"Ideas such as multiculturalism and diversity contain real perils. They are essentially pre-rational, motivating people to think with their blood rather than their minds," he asserted.

He attacked the notion of diversity further, saying it "does not seek to do justice to individuals, but rather to groups. In the process, individual rights are given short shrift, and even detrimental effects on minority individuals are glazed over."

Speaking about the success of Asian immigrants in the U.S., he said, "People do not come to America for the sterile purpose of basking in the glory of their ancestors; they come to find new purposes for themselves."

In conclusion, Balch struck a note more in keeping with the conference's theme: "Multiculturalism understood as an openness to other cultures on the part of each individual and an openness to individuals on the part of each culture does have much to give to our or any other society. And this may be the common ground on which we can meet."

Despite the uplifting ending, audience members were quick to raise questions, puncturing holes in his assumptions and beliefs. Some challenged Balch's assertion that the country is (or should be) operated on the basis of merit. "If a meritocracy existed," argued one educator then, "there wouldn't be seniority rules. If people were hired on merit, nepotism wouldn't exist."

Others simply vented their anger, with one going so far as to say that "a racist clothed as a scholar is still a racist."

—Amalia Duarte

correlation between scores on the Law School Admission Test and later performance in law school. She concluded that the school's hierarchical and competitive culture was better suited to male students. Men tended to do better in law school than did women who entered the program with similar grades.

Guinier argued that "many people think that those who succeed in this society do so because they work hard and play by the rules. There are many who do play by the rules and who don't succeed." She added later, "Merit should not reflect who you know or who your parents were."

In summing up, Guinier said, "You can't resolve a complex society problem with one-size-fits-all rules. Our challenge is not just about giving people a chance to do jobs. It is about diversity and adaptation to a changing environment."

Strong encouragement came from the Clinton Administration's Norma Cantu, assistant secretary for civil rights at the Department of Education. "The President is trying to ensure access to higher education through AmeriCorps, the direct student loan program, and increased funding of Pell Grants and other programs, but," she acknowledged, "all these efforts are at risk."

Cantu pointed to accomplishments under the Clinton Administration, including the clearing of a massive backlog of civil rights complaints that had accumulated under the Bush Administration. "[Now] there is not the backlog of cases, and the Office for Civil Rights is better able to stay current and to help colleges become accessible to those with disabilities, resolve complaints by women about discrimination in athletics, or devise sexual harassment grievance procedures," said Cantu.

Recognizing the importance of these empowering events, Cantu called for similar conferences in the future in order to "affirm that we will get closer to justice and fairness."

It was clearly a message of support that educators on the frontlines needed to hear. HO

GOVERNMENT POLICIE

Are Hispanics a Race?

by Monica Rhor

During the last U.S. Census, many people of Latin American descent apparently didn't like the options listed for ethnic and racial categories.

Faced with checking either "Hispanic," "White," or "Black," they opted, instead, to mark themselves as "Other."

Next time around, the Census Bureau is hoping that won't happen as often. The government is considering changing the form, possibly by re-categorizing Hispanics from an ethnic group to a separate race, in order to more accurately count those of Spanish and Latin American descent. But this proposal puzzles some Hispanics who question how a diverse group of people with African, Indian, European, and even Asian roots can fit into one box.

"We [Latinos] confuse people," says Lisa Navarette, spokeswoman with the National Council of La Raza. "Even some people in the Hispanic community don't understand the concept of a Black Hispanic or an Asian Hispanic. We don't fit into the framework of what's been handed to us."

But if Hispanics don't neatly fit into the country's black-and-white framework, that's not a problem. The government has long juggled racial classifications to suit the times and is looking to do so again. For example, from 1920-40 Asian Indians were counted as "Hindus," then they were considered "White" from 1950-70, and in the past two censuses they have been called "Asian or Pacific Islanders," according to the Office of Management and Budget (OMB). Those changes reflect what the OMB calls the fluidity of ethnicity. "Self-perceptions of race and ethnicity change over time and over circumstance for many people," says an OMB report.

Likewise, for most of this century, the federal government has struggled with how to categorize people of Spanish and Latin American descent whom it considered to be something other than "White." In the 1920s, Census takers compiled a list of 8,000 surnames deemed to be of Spanish origin. If you had one of those last names, you were categorized as Latino, a practice that lasted into the '70s in some parts of the Southwest. In the '30s, Latinos were considered a separate race—a conclusion that infuriated the Mexican government. At other times, the government went by "language spoken" or parentage. But these approaches have resulted in a vast undercounting of people of Latin American and Spanish descent.

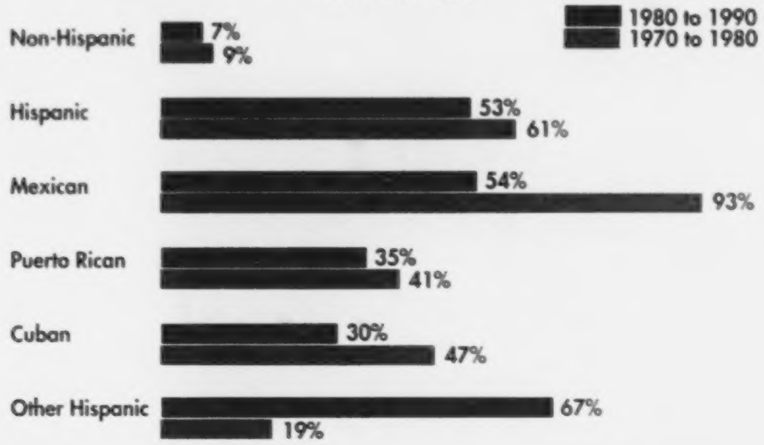
By 1977, the government tried a novel approach: if the category didn't exist, then they'd invent a new one. So, to keep track of the growing number of Latin American immigrants and their descendants, the federal government coined its own term: "Hispanic." But this didn't work out either. Some rejected "Hispanic" in favor of "Latino," while others identified more closely with their country of origin, preferring to be called Cuban, or Dominican. And some Mexican-Americans insisted on being called Chicano or Chicana. And then there were those who did not relate to any of these terms and checked off "White" or "Black"—focusing on their racial identity—or the nebulous "Other."

To make sense of this confusion, since last summer, the OMB has been holding public hearings on proposed changes to the current classifications by which people are counted as white, Hispanic, Black, Asian or Pacific Islander, American Indian or Alaskan native. Public comment has come from federal agencies and Latino advocacy organizations, among other groups. Any changes to the current ethnic and racial standards will not take place until mid-1997, but by this coming March, the government plans to conduct a test in preparation for the next Census in the year 2000.

Changes in racial and ethnic classifications are more than symbolic and would have an impact on the Latino community in very basic, direct ways, say observers. "Numbers are clout," says Navarette. "The more numbers we have, the more serious allocations we can get in funding and other programs. If we don't get an accurate picture of the community, we'll lose out."

And in recent years, there has been a growing concern that the government standards are failing to reflect a true picture of the country's diversity. In the 1990 Census, for example, Hispanics were listed as a separate ethnic group. Yet, four of 10 Hispanics marked

Hispanic Population Growth, by Type of Origin: 1970 to 1990



SOURCE: *1970 Census of Population*, PC (2)-1C. *1980 Census of Population*, PC80-S1-7. *Commerce News*, Bureau of the Census, CB91-216

"Other" when asked to identify themselves. About 10 percent of the population failed to respond to the Hispanic-origin question at all. A follow-up study found that "Hispanics had high levels of inconsistent reporting in the race question," an OMB report states. "These results indicate the question may not be operating as intended."

A number of changes are being considered to correct that trend. Federal officials believe that one solution is to categorize Hispanics as a separate race, not merely as an ethnic group. The OMB cites the case of a Mexican-American man who was befuddled by the race question. In his mind, it seemed to be making him white, but where he lived, people were classified as either Mexican or Anglo.

Another proposal calls for race and ethnicity to be combined into a single question. The categories would then include "Hispanic;" "White, not of Hispanic origin;" and "Black, not of Hispanic origin." Yet another suggestion involves adding a new "multiracial" category. And the OMB is also thinking about a single race/ethnicity question that would allow respondents to mark more than one category.

But would that really help give a more accurate picture of the Hispanic population? Or would it result in an even greater undercounting of the community? There are no easy answers—not even within the Latino community itself. "I'd like to know what is behind it," says Isidro Lucas, director of the Office of Hispanic Studies at Chicago State University. "If they're going to prevent Latinos from getting a full share of benefits by calling us Black or brown, then it worries me. If they're doing it as a remedy for past discrimination, it's good."

Lucas, a Spanish immigrant, frowns on racial categories in general, saying the U.S. is already too focused on artificial racial divisions. "If they call us a different race, I'm not sure what that means," he says. "In the past, the only groups categorized like that were groups traditionally discriminated against."

Navarette agrees that Hispanics are not a race and believes many Latinos would be reluctant to identify themselves under a separate racial category, which could result in even greater numbers going uncounted. She says, "We have Black, white and indigenous roots. You can't just fold us into a race."

La Raza, one of the groups offering input to the OMB, recommends using a two-part question to address the issue of Hispanic origin and race. That way, a respondent can identify herself or himself as both Hispanic and a member of a certain racial group.

But La Raza does agree with the federal government that change is needed. "The question as it is now is confusing, so you get a lot of confusing results," Navarette says, pointing to the large number of Hispanics who check off the "Other" category. "It seems as if we're missing a lot of people. We don't know what's going on with those people."

For many Hispanics such distinctions might seem odd, says Isidro Lucas, citing the fact that many Hispanic families are multi-hued, ranging from siblings with blonde hair and blue eyes to cousins with darker complexions. "The thing is complicated," he says. "It's far more simplistic to say Latinos are a different race. It's just a stereotype that's a result of laziness. It's easier to say, 'Clearly these people are not like us. They are a brown race.' "

Navarette believes that the current standard is too simplistic and doesn't do service to the Latino population, which comes in all colors and racial groups. "Hispanics can be Black, white, or multiracial. A single race/ethnicity question would not take those complexities into mind," she says. "All institutions in this country have trouble dealing with the Latino community. The federal government doesn't quite get our community."

To add to the debate, interracial marriages are on the rise, according to the OMB, jumping from 150,000 in 1960 to 1.5 million in 1990. In the last Census, 4 percent of couples reported that they were of different races or one was of Hispanic origin. Such households had about 4 million children.

That means the United States is now growing towards a multiracial population that in many ways already exists in the Latino community. Perhaps in the future, such static categories won't be needed. "There needs to be a sea change in this country. The Black-white dichotomy just doesn't work, if it ever did," Navarette says. "Truly, in 1995, we shouldn't be talking about being divided between Black and white." HO

PIONEER PROFILE

Hortensia Cadenas

George Mason University

by Miriam Rinn

Because Hortensia Cadenas arrived alone in the United States when she was just a teenager, she understands all too well how lonely and disoriented Latino immigrants can feel.

She also understands the pressures faced by Latino children who are torn between their parents' native cultures and American ways.

The daughter of affluent Cubans, Cadenas came to the U.S. to attend boarding school at age 15. A few years later, the rest of her family followed, fleeing Fidel Castro's communist regime as did many upper-class Cubans.

The transition to the U.S. was not always an easy one, but education provided an anchor for Cadenas. After obtaining an associate's degree from Immaculata College in Washington, D.C., she attended George Mason University in Fairfax, Va., where she earned her bachelor's and master's degrees.

Entering the workforce initially as a translator, she later became a Spanish teacher and a bilingual specialist in the public schools. The move into teaching was a natural one for Cadenas, who says she had always been drawn to education, the value of which was stressed by her father. "It's something that can never be taken away. I really think that education is the key," says Cadenas. With those words in mind, she became involved with an early-intervention program for Latino youth based at George Mason. "I love to teach, but I saw the need among the Spanish-speaking population for such a program," she says.

TITLE:
Director, Early Identification Program

INSTITUTION:
George Mason University

HER PROUDEST MOMENT:
"Every time an EIP student beats the odds and shows me a college acceptance letter."

A QUOTABLE QUOTE:
"No matter what happens to you, education is a treasure that can never be taken away."

HER GREATEST LEGACY:
"The ability to change someone's life for the better, to make that person believe he or she is capable."

EDUCATION:
A.A.: Immaculata College
B.A.: George Mason University
M.A.: George Mason University

Today Cadenas passes on her father's wisdom to students as director of the Early Identification Program (EIP), which identifies promising Latino junior high schoolers and gives them support to make it into higher education. Having confronted bicultural conflicts in her youth, Cadenas is especially adept at easing the tensions for Latino teenagers who are her charges in EIP. "A lot of wonderful things in our [Latino] culture are not in conflict with life here," Cadenas tells them.

An important component of EIP is parental involvement. "We found that if we wanted to be effective with the students, we have to reach out to the parents," she says. Parents of EIP students take parenting classes for four weeks to counter the stresses of being separated from relatives and friends. Feeling like outsiders in the community, working several jobs, and having little time for recreation, these parents encounter tremendous pressure. Oftentimes, they have little time to influence and counsel their children other than to provide strict discipline.

Another problem is that Latino children sometimes end up acting as translators for their parents. With their children as their voices, Latino parents might begin to feel a lack of control over their families, says Cadenas, a situation that can, understandably, lead to tension and trouble. "When you combine that with

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the pains of adolescence," an explosive situation can develop, Cadenas believes. To help avoid those explosions, she works with two other organizations, Hispanics Against Child Abuse and Neglect, and Citizens Child Abuse Prevention.

EIP is designed to smooth out such familial conflicts, while steering the children toward college. The program began in 1986 as a partnership with three public schools. "We ask counselors to nominate students who have the potential to go to college but might not be registered in college courses," Cadenas explains. "Virtually all the kids in the program are the first in their families to attend college. They don't know the process, so many Latino youngsters fail to take the required college-prep courses. Instead of algebra, they take simple math; rather than struggle with chemistry or biology, they take general science. There are not enough counselors in the schools to make sure that each student who might want to attend college takes the appropriate courses and finds out about financial aid."

In EIP, the children and their parents sign contracts promising that they will attend summer academies and workshops and that the student will maintain a C average and will enroll in a college-prep course. Then, George Mason students become tutors to these high-potential youngsters. "The program is small enough so that we can keep track of the kids," Cadenas says. She makes it quite clear to families that if they are not interested in a long-term commitment, they should not sign the contract. "But," she adds, "once we explain what we're doing, the parents are very supportive."

The idea is for the youngsters to eventually enroll at a four-year institution. One EIP student has graduated from GMU so far, and half of the program's alumni are enrolled in other well-respected colleges, including American University, the College of William and Mary, Morehouse College, Old Dominion, and Temple University. For some of these students, enrolling in college is almost unimaginable. Says Cadenas: "Many students who come to us have never considered a college education; they don't believe they can do it."

In many cases, the encouragement and support they receive from EIP is crucial to their success. Yanny Lozano is a college student now, but that was not one of her goals a few years ago. Lozano, who lives with her mother, a Colombian immigrant, says about college, "I really thought it would be impossible. I still can't believe I'm here." EIP helped boost her math grade from C to A, but just as importantly, it raised her aspirations. "I oriented myself to going to college," she says. While her high school friends work at the mall or as secretaries, Lozano dreams of becoming a computer analyst. "I know eventually it's going to pay off."

Lozano finds college challenging, but not overwhelming. "The program has been a big support for me, and that's very important when you're in high school with all that pressure. Sometimes, I sit there and think without this program, where would I be right now?"

A tangential mission of the program is to broaden the experiences of these young people by introducing them to the larger artistic and cultural world. Otherwise, "they stay right here in their own little communities," Cadenas says. Field trips last year, for example, included a memorable visit to the Holocaust Memorial Museum in nearby Washington, D.C., and summer outings brought students to wildlife refuges and research laboratories as well as to professional job sites.

Cadenas's efforts are clearly appreciated. "She is one of the most remarkable people I've met in my entire life," says Marjorie Haley, who supervises EIP as the assistant provost for academic programs. "She always has time for everyone. The door is always open. Kids in the program want to succeed for her."

For her part, Cadenas feels a sense of accomplishment when a student such as Lozano says, "I feel I'm still the same person, but I feel I've grown as a person. I look at things in a different way." HO

> **"Many students who come to us have never considered a college education ..."**
>
> —Hortensia Cadenas, director, Early Identification Program, George Mason University

Hispanic Outlook in Higher Education: A QUESTION OF CLARITY

by Norma V. Cantú

Norma Cantú is the assistant secretary for civil rights in the U.S. Department of Education's Office for Civil Rights.

Is the Hispanic outlook in higher education as clear as 20/20? Maybe not. It seems that recent Congressional proposals have produced some imperfections or astigmatisms that severely cloud the vision of a radiant future of expanding opportunities.

TRENDS INDICATING IMPROVEMENTS

Studies by the National Center for Education Statistics, a part of the U.S. Department of Education, revealed in the fall of 1995 that American high school students are taking more challenging courses. Strong evidence shows that this hard work by high school students is paying off in a number of ways: higher SAT scores, significant educational gains by minorities, and reduced drop-out rates. For minority students, taking more difficult courses pays off in improved college-going opportunities, especially as college registrars weigh positively the tough courses that better prepare students for college and career. The U.S. Department of Education has been encouraging this trend by urging America's students to take algebra, trigonometry, literature, foreign languages, and other advanced courses in high school. Through support to a wide network of parent organizations, the department seeks to have this message reach parents and students of all races and economic backgrounds.

Further, the department annually makes $30 billion available in federal student financial aid to expand access to higher education. Last year, 3.7 million students received Pell grants; 991,000 students received Supplemental Educational Opportunity grants; 713,000 students received work-study funds; and 724,000 students were given Perkins Loans monies. Last year, $22.7 billion in loans were made under the Federal Family Educational Loan program.

Finally, aside from these incentives, the Education's Office for Civil Rights actively enforces the federal civil rights statutes that prohibit discrimination on the basis of sex, race, color, national origin, age, or disablities.

LEGISLATIVE CLOUDS

The threat to higher education opportunities for Hispanics and other students comes in the form of proposed Congressional actions that cap federal financial aid. Rather than increasing funds to accommodate increases in college enrollments, Congress proposes to slash the Department of Education's budget. Less than full funding for student financial assistance would be devastating. The proposed deep cuts in education funding are particularly troublesome when offered by Congress at the same time as tax breaks for the wealthy. One member of Congress, in opposing these education cuts, called Congress's vision "seriously dumb."

Education Secretary Richard Riley testified before the House Committee on Economic and Educational Opportunities that "our economic prosperity, our national security, and our nation's civic life have never been more linked to education than they are today as we enter the Information Age of the 21st century." If we are to move forward to improving our economic growth, our international competitiveness, and our way of life, we must balance the federal budget, but not on the backs of our learners. After all, our students might be 20 percent of our present population, but they are 100 percent of our future. HO

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THE HISPANIC Outlook IN HIGHER EDUCATION

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Women in Higher Education Issue

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Cover photograph by Nick Romanenko, Rutgers, © 1995

Commission Studies Hispanic Drop-Out Rate

by Ines Pinto Alicea

The U.S. Department of Education has brought together seven leading scholars to study the Hispanic drop-out rate and to develop solutions to correct this seemingly intractable problem.

While there have been countless studies on the drop-out rate, members of the Hispanic Dropout Project say that this is a unique effort because it focuses on underlying causes and potential solutions, not just statistics.

"It is the first time the federal government has concentrated its efforts on this specific group," says Dr. Eugene Garcia, dean of the graduate school of education at the University of California, Berkeley, and a commission member. "This effort signals a serious concern about a population that gets ignored or gets lumped in with other populations. We can play a role in assuring that the players marshal the knowledge (on this issue) to make a difference for these kids."

Undersecretary of Education Marshall Smith says that his office along with the Office of Bilingual Education and Minority Language Affairs has sponsored the undertaking because the Hispanic drop-out rate is a "pervasive problem that hasn't gone away. [Many of the previous efforts] were not tailored as much as they should have been for the Hispanic community," Smith says. "This group will focus on the underlying causes that can be addressed by federal, state, and local governments, by schools, and by families. [Their report] can give principals, parents, and superintendents insight on how to improve the odds for students to graduate."

The Hispanic Dropout Project is comprised of educators with a variety of experiences. In addition to Garcia, members are Dr. Walter Secada, professor of education at the University of Wisconsin; Dr. Rudolfo Chavez Chavez, professor of curriculum and instruction at New Mexico State University in Las Cruces, N.M.; Cipriano Muñoz, a science coordinator at William Taft High School in San Antonio; Dr. Isaura Santiago Santiago, president of Eugenio Maria de Hostos Community College in New York City; Dr. Jeannie Oakes, a professor of education at the University of California in Los Angeles; and Dr. Robert Slavin of John Hopkins University in Baltimore, Md.

Commission members say that such an intensive effort is needed because Hispanics remain the most likely of all minority groups to drop out of high school. The Hispanic drop-out rate in 1993 was 27.5 percent, nearly four times the rate for whites, according to a recent report by the American Council on Education (ACE). Hispanics comprised 29 percent of all dropouts even though Hispanics account for only about 12 percent of the 16- to 24-year-old population.

The drop-out rate in the Latino community is the "greatest leakage point in the education continuum," says ACE's Hector Garza, director of the Office of Minorities in Higher Education.

Another area of concern is that the rate is not declining as Hispanics acculturate. The drop-out rate for first-generation Latinos stood at 17 percent, but it jumped to 24 percent for second-generation Latinos. "It's going in the wrong direction," Smith says. "The figures should be declining."

Smith says that the group also will address why Hispanic students are taking fewer college-preparatory classes than are other students. Hispanic enrollment at the undergraduate level rose by nearly 27 percent from 1990 to 1993, but Hispanics still only represented 7.4 percent of all undergraduate students, according to ACE. Part of the problem is that Latinos who graduate from high school often lack the prerequisites needed to take on college-level coursework.

At its most recent meeting in December held in San Antonio, the commission members visited several schools with successful programs that deal with at-risk youth and met with community leaders.

They plan to meet with Hispanic leaders in other parts of the country this year to get their input on this important issue.

Secada, who heads the group, says, "The dropout of Hispanics is a hemorrhage, not a rate. It's creating an underclass of children. The most frustrating thing is knowing the scope of the problem, realizing how daunting it is, and knowing that there are people out there who don't believe it is a problem."

At the end of the year, the group will present a report with recommendations that can be implemented at the federal, state, and local levels to combat the high Hispanic drop-out rate as well as examples of successful programs. "We need to capture the pockets of hope and make sure they are documented," says commission member Dr. Rudolfo Chavez Chavez. "The problem is so big, it is hard to know where to start. A lot of schools want to do something about [Hispanic dropouts], but they get caught up in the everyday grind. We can't afford to let kids give up. This will take a long, sustained effort of rethinking how we school our children."

Garcia says that while the work of the commission is unlikely to immediately end the problem of Hispanics dropouts, in the long run, it will make a difference." **HO**

Rebel with a Cause

Author Bettina Flores Inspires Latinas to Break Out of Traditional Cultural Roles

by Rosie Carbo

Bettina Flores could be as sweet as sugar. But she'd rather be one tough cookie. That's why she's been christened the Hispanic Betty Friedan by anyone who has read her book *Chiquita's Cocoon*.

Part autobiography, part self-help, the book challenges traditional Latina roles—the good wife and mother, dutiful homemaker, subservient daughter, virginal Catholic girl—and offers inspiration and food for thought to any woman seeking to change her life.

Having overcome poverty herself, this feisty, determined mother of four doesn't want Latinas to remain trapped in cultural traditions and religion, which she contends prevent many Hispanic women from realizing their dreams and goals.

"My mission in life is to empower Latinas," says Flores, 52. "I see Latinas who are career women. So they are more sophisticated and know what they want and where they're going. But even some of these well-educated women have come up to me and told me that *Chiquita's Cocoon* made them open their eyes."

In writing *Chiquita's Cocoon*, now mandatory reading in some high schools and colleges, Flores created a Latina's feminist manifesto. And now, thousands of women are taking her message to heart and *muy* (very) seriously.

"Latinas give up too easily. Some of them use the excuse about being discriminated against because they're immigrants. But in my workshops and seminars, I tell them that other immigrants went through this and that *they* made it. I tell them that we have to go after the things that we as Latinas want," says Flores. "In the migrant camps, I see women who have never known any other way of life, so they're not as aggressive. They don't know how to change their lives because they've only been taught that there's one way. And my whole mission is to help Latinas get hold of their lives."

True to her message, Flores went after what she wanted as early as age 12, when she left her poor Fresno, Calif., home to work as a mother's helper for an Anglo family on the other side of town. Her own mother, a young widow, was supporting seven children on welfare checks. The discovery of this affluent world, which Flores couldn't believe existed just miles from her destitute home, led her to begin questioning the world order. "I didn't really know what I wanted. But I knew what I didn't want. I didn't want to get married in white and have a big cathedral wedding," says Flores.

Despite a rebellious streak and a good academic record at Fresno State University, she followed Hispanic tradition by marrying young and having children. Likewise, when her husband, Angelo, expressed interest in attending law school, she offered him her full support, even starting to look for work to help with household expenses just one week after giving birth.

Finally, however, she started to assert herself. In her book, she writes about convincing Angelo to undergo a vasectomy after giving birth to her fourth child, who was unplanned. "Every time I woke up, I was pregnant," she remembers.

Clearly Flores had more in mind for her future than changing diapers. She sold their living room furniture and installed a desk, where she gave birth to

" ... my whole mission is to help Latinas get a hold of their lives."

—Bettina Flores, writer

her next creation, *Chiquita's Cocoon*. "I always had this book deep inside me. I had been thinking of writing it since I was 12 years old. I even took lots and lots of notes over the years about what I'd put in my book. So one day I finally sat down and started writing," says the author.

She hasn't stopped writing or taking her ideas to Hispanic women ever since. Her latest book, *Chiquita's Diary*, is a work of fiction aimed, in particular, at Hispanic girls. The autobiographical tale, published last fall, is one of inspiration and hope, recalling Flores's impoverished childhood.

To go with the book, Flores created several character dolls. She says these ethnic-looking dolls—My Fair Latina Lady, Chiquita Bonita, School Miss, and Poppy Girl—are an alternative to the leggy, blonde-haired Barbie.

"Teenage girls really need help in getting hold of their lives. Many of the ones I talk to are too young to be pregnant. Most of these girls are just looking for love, but they're looking for it in the wrong places. They're not getting it at home from their parents, so they go looking for love from their boyfriends," Flores says. "When I do seminars and lectures, I tell the girls to aim high and dream big. I tell them why be babysitters when they can own the day care center. Why be a nurse when you can be a doctor? These girls need to hear this, because unless you tell them with some compassion and passion, they're never going to believe in themselves."

While publishers today are eagerly searching for marketable Hispanic writers, Flores had a tough time getting into print. She took the self-publishing route, selling 20,000 copies herself before *Chiquita's Cocoon* was picked up by Villard, a division of Random House.

"When I wrote the book, I wasn't really expecting a lot of money from it or anything like that. I just felt that if it could help one single Latina change her life, I'd be happy. Then, when the publishers came calling, I told them what I wanted."

But Flores is no stranger to such hard work. As a girl, she had to toil in the vineyards and fields, picking tomatoes and oranges. In fact, much of what makes Bettina Flores the feminist she is today comes from those early years growing up in a single-parent Hispanic family. Her perceptions of men were partly formed by observing an aunt whose eight sons never lifted a finger to help her. Flores watched her aunt go from table to stove and stove to table. She never smiled, and Flores soon surmised that there wasn't much reason for her aunt to smile in the face of such machismo.

While her anti-machismo attitudes are not unusual, Flores goes after the family unit itself, debunking the myth of the loving Hispanic family as a supportive haven for Latinas. In her book, she writes about Latinas being ignored and treated as second-class citizens within a family structure that places men and boys first.

"We've got this myth that Latino families are large, loving, and very close. But the reality is that many Latinas have been love-starved in spite of that myth. I am the youngest of seven children, and I don't ever recall my mother putting her arms around me and telling me that she loved me. I needed that, and so does every Latina. So, the bottom line is that there's much more to a family than having a lot of kids," says Flores.

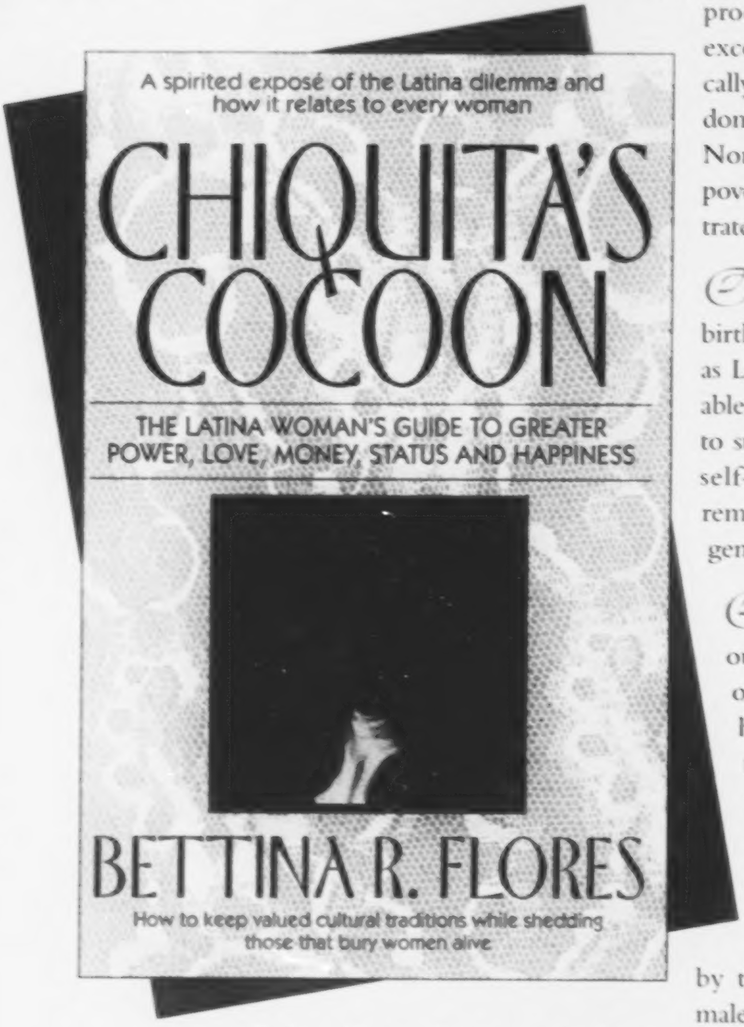
"Many of us have never been told by our parents that we're beautiful. We've never been told that we can do anything. We Latinas need to be told that we are loved. We need to be told that we are intelligent. This is part of the reason that I think women like my book. I tell them to value themselves and that they can succeed. They can better their lives without giving up their religion or their culture." **HO**

To order Chiquita's Cocoon *or* Chiquita's Diary, *write Bettina Flores at: P.O. Box 2037 Granite Bay, Calif., 95746-2037; or call: (916) 791-2237 or (916) 791-8463.*

Spreading Your Wings

In *Chiquita's Cocoon*, Bettina Flores offers the following advice to those wishing to make the transformation out of the Latina cocoon and into the world of success:

On Education Education is a serious task. From preschool on, every Latino child needs support and motivation to achieve. Latino parents must offer this support and motivation. They must share the education process from day one so that their children can excel in school. Yes, it's emotionally and psychologically difficult to get involved in anything when you don't know where your next meal is coming from. Nonetheless, education is the solution to cyclical poverty, and Latinas in particular need to concentrate on the solution, not the problem!


A spirited exposé of the Latina dilemma and how it relates to every woman
CHIQUITA'S COCOON
THE LATINA WOMAN'S GUIDE TO GREATER POWER, LOVE, MONEY, STATUS AND HAPPINESS
BETTINA R. FLORES
How to keep valued cultural traditions while shedding those that bury women alive

On Hispanic Sexism From birth the Latina child is held in low esteem. As long as Latinas and their female offspring remain agreeable victims of this oppression, they will continue to suffer from low self-esteem. Unless this chain of self-crucifying conditioning is broken, it will remain a vicious cycle affecting generation after generation.

On Men Accepting machismo from our fathers, husbands, sons, brothers, uncles, and other men because that's the way things are and have always been is a Hispanic hang-up. As many herein have testified, it is harmful! When you allow yourself to be the victim of machismo attitudes and actions, you are encouraging your own self-degradation! Maybe just one of the reasons Latinas are not making it in the greater society is that after being dominated by their fathers, husbands, brothers, and other males, they have no self-esteem, no pride, no energy left to take on the demands of the outside world.

On Religion As the struggle for change is occurring within the church, the time has come for Latinas to face the mental abuse of Catholicism and to consider change. It might well be time for a new religion. More important, Latinas must face the fact that religion is man-made. The rules and regulations, the practices thrown upon you, and the burdensome threats all have a single purpose—to control your body, mind, and soul. Religion is control, period.

Creating a More Inclusive Classroom

by Miriam Rinn

What did Native Americans think about those pale-skinned European immigrants wearing odd-looking clothes who arrived out of nowhere on ships? How did African captives feel about the horrific conditions in their plantation prisons? And what were the reactions of 19th-century women to their husbands' peculiar desire to leave home for the untamed western wilderness?

Experiences of minority groups and women are often left out of college texts. But the editors of a new curriculum guide believe students should learn about the thoughts, opinions, and beliefs of *all* Americans, whether their ideas triumphed in the long run or not. The guide was put together through the New Jersey Project, which started in 1986 in order to transform the traditional college curriculum into a body of content that includes women, racial minorities, and other points of view that are often missing from the classroom.

"The curriculum needed transforming," says one of the guide's editors, Ellen Friedman, director of women's studies and professor of English at Trenton State College. "The business of the Project is to create an inclusive college curriculum because we have an incomplete picture of [the past]."

Originally established by the New Jersey Department of Higher Education, the New Jersey Project stands as the nation's first—and still the only—statewide, state-funded gender and multicultural scholarship and curriculum project. Its broad array of activities is designed to deal with virtually all aspects of the learning experience as well as to promote and support curriculum transformation and faculty/student development, with a focus on issues of gender, race/ethnicity, class, culture, and sexuality.

> **"The free exchange of ideas is tremendously important, and a multicultural curriculum enhances that exchange."**
>
> **—Paula Rothenberg, director, the New Jersey Project, professor, William Paterson College**

The new guide, *Creating an Inclusive College Curriculum: A Teaching Sourcebook from the New Jersey Project* (Teachers College Press), brings together a wealth of materials that can help faculty everywhere (see related story, page 10). For instance, in studying the age of exploration and conquest, why shouldn't students look at the viewpoints of both the conquerors and the conquered?

Says Friedman: "Rather than just having the Portuguese point of view of the conquest of Indonesia, they read the letters of a Javanese princess." In an art course, the new curriculum includes women painters and non-European artwork. A political science course might focus on why affirmative action is important and what it has accomplished.

The goal of the transformed curriculum is to view the world from a more encompassing point of view, one that includes rather than excludes diverse viewpoints, she explains. Acknowledging that education is extraordinarily conservative, Friedman still believes "it makes a huge difference to the students in the way they view the world. If I say 'American literary tradition' to someone getting a Ph.D. today, it would mean something completely different than it did 30 years ago. A current American literature anthology would include slave narratives and working-class literature as well as the elite northeastern male writers whom we're used to reading."

But does this rewriting of the curriculum amount to simply trading one agenda for another? Detractors of so-called political correctness question whether it is as important to understand the cultures of indigenous peoples, who had relatively little influence on world events, as that of the conquerors, who had enormous sway. They say that not all cultures or ideas are equal and that to study "primitive" over "advanced" cultures is a disservice to students, however popular these courses become.

Critics also deride the new texts as being of lower quality than the traditional canon. They wonder if in the name of inclusiveness, students will end up spending their time reading second- and third-rate writers, just because they were penned by women or factory workers or ex-slaves.

Feminist scholars challenge the criteria used to determine the writers worthy of inclusion in the canon. "I can't say that literary merit is a complete fiction, but it's a much more complicated issue than we've been assuming. Who made it [the criteria] up?" Friedman asks. "Artists go in and go out of fashion, and taste is learned. What I'm questioning is whether there is [only] one culture. There are very few great books courses anymore; we can't define the word 'great.'"

Argues Friedman, "The notion that these cultures were primitive is often a European prejudice. The assumption is that the traditional curriculum is objective. But it's not. You're always getting knowledge from a particular point of view. Every position is political."

One of Friedman's co-editors, Charley Flint, professor of sociology and women's studies at New Jersey's William Paterson College, believes a new curriculum is required because the traditional college curriculum does not prepare students to deal with the realities of an increasingly diverse society. The greatest supporters of a transformed curriculum will be corporations, for whom the bottom line is all important, she says. Employers are looking for students who are culturally sensitive, says Flint.

Take law enforcement, for example. Flint was asked by the New Jersey State Police to design a course on cultural diversity to help officers in their encounters with suspects and victims of different racial and ethnic backgrounds. "We are living in a global economy. We are doing our students a disservice if we don't expose them to these things," Flint says.

"The assumption is that the traditional curriculum is objective. But it's not."

—Ellen Friedman, director of women's studies, professor, Trenton State College

Besides the pragmatic need for a change, Flint supports curriculum transformation ideologically as well. "It's the right thing to do. How can you call it American literature and not expose students to Chinese-American or Chicano literature?"

But these culture-war battles are not limited to the humanities. It also extends to mathematics and the sciences, Flint says, but the differences there are less substantive than pedagogical. In math, a teacher might use examples that are related to food shopping or decorating, areas traditionally thought of as "women's work." Young men from working-class backgrounds might relate better to algebra or geometry taught by calculating angles on a pool table or baseball players' batting statistics. Flint can trace her love of math to a Black woman teacher in her rural high school who consistently showed the students how mathematics applied to their everyday lives, from figuring acreage to crop output.

Flint acknowledges that most of the time curriculum transformers are preaching to the choir, but she hopes that traditionalists will also learn to sing a new tune. She says, "There are people in positions of higher education who do think this is important."

Beyond challenging the standard curriculum, members of the New Jersey Project want to change how learning takes place in the classroom. The New Jersey Project's director, Paula Rothenberg, a professor of philosophy and women's studies at William Paterson College, believes that college curriculums need to acknowledge that there are many ways of learning and knowing beyond the traditional "objective" male-oriented style. That style, she asserts, dismisses personal experience and intuition. It purports to hold objectivity as its highest goal, ignoring the personal interests of researchers.

A transformed curriculum "encourages people to find their own voices and to speak in their own voices," Rothenberg says. "What I am in favor of is opening up the possibilities." Although there have to be basic ground rules in the classroom, they can be broadened. "You have to make a commitment to listen to each other," Rothenberg says. "The free exchange of ideas is tremendously important, and a multicultural curriculum enhances that exchange." HO

A PRIMER ON INCLUSIVE TEACHING/LEARNING

Every teacher in higher education who wants to create a more inclusive curriculum and instructional methodology should read *Creating an Inclusive College Curriculum: A Teaching Sourcebook from the New Jersey Project*.

The book's underlying premise is that women and minorities have inherently different styles of learning than do white males.

To accommodate these differences, the book's editors, Ellen G. Friedman, Wendy K. Kolmar, Charley B. Flint, and Paula Rothenberg, propose making changes in the curriculum, in the classroom environment, and in the teaching methods used by professors. Written in three parts, the book is designed to provide models of statewide, institutional, and course reform.

Part I, "Creating a Statewide Curriculum Project," describes the genesis and development of the New Jersey Project, the institutionalization of reform from the points of view of administrators and faculty at two- and four-year colleges, and techniques to overcome faculty and institutional resistance. Part II, "Rethinking Course Content, Perspective, and Pedagogy," contains theoretical and practical essays that focus on issues of pedagogy. And Part III, "Syllabi and Narratives," contains syllabi and instructors' accompanying experiential narratives for 32 courses.

The following complete listing of chapter titles will suggest the usefulness of the book for teachers who wish to ensure that women and students of color will find their coursework and the classroom environment welcoming:

PART I:

Transforming the Curriculum: The New Jersey Project Experience
After the First Year: Sustaining the Curriculum Transformation Process
Institutionalizing Curriculum Change: College and University Administrators Discuss the Issues
Curriculum Transformation at a Two-Year College: Two Views from Brookdale Community College
Curriculum Transformation at a Four-Year College: Taking the First Steps at Ramapo College
Involving Faculty in Curricular Transformation: Overcoming Resistance at Richard Stockton College

PART II:

The End of Argument: Unmasking Privilege Disguised as Objectivity
Teaching about Affirmative Action
Teaching about Gender, Ethnicity, Race, and Class Using African Biography and Autobiography
Critical Science Scholarship and Curriculum: Beyond Androcentrism
"Mainlining" Transformation in the General Education Curriculum
Teaching Art History: Recognizing Alterity
Teaching Psychoanalytic Theory in the Feminist Classroom
Using Intuition, Emotion, and Personal Story to Teach
Multicultural Literature: Once More with Feeling
Journal Writing as Feminist Pedagogy

PART III:

"Change in Societies": An Interdisciplinary Approach to Teaching Modern History
Africana Women: Two Decades of Evolving Historical Perspectives at Trenton State College
Immigrant Women in the New World: African and Caribbean Communities and Cultures
Women, Culture, and Society: Introduction to Women's Studies
A Course in the History of Western Sexuality
Women in the Middle East: A History Tutorial
Women Artists: Changing the Course of History
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—by Dr. Mia Anderson

A Woman's Place Is in the Statehouse

by Joyce Luhrs

From the Beltway to Main Street, politics is reputed to be a down-and-dirty game of backroom deals and barroom schmoozing. Maybe that's why women, who are running for and winning public office in increasing numbers, are still lagging in such jobs as lobbyists, Congressional aides, and members of state commissions.

But in New York State, at least, a fellowship program aimed at training women for public-policy roles is working toward gender equity. The Center for Women in Government at the State University of New York (SUNY) at Albany runs a graduate fellowship that is recognized as one of the premier leadership development programs for women wanting to break into the ranks of government.

Begun in 1983 with funding from the Charles H. Revson Foundation, the fellowship has graduated over 130 women, many of whom have gone on to work at various government jobs.

This intensive seven-month program is open to women graduate students who have completed 12 hours of coursework and demonstrated an interest in improving the status of women through their studies, research, paid employment, and/or volunteer activities. Fellows are awarded a stipend of $9,000, and upon completion of three academic seminars, they earn 12 credits.

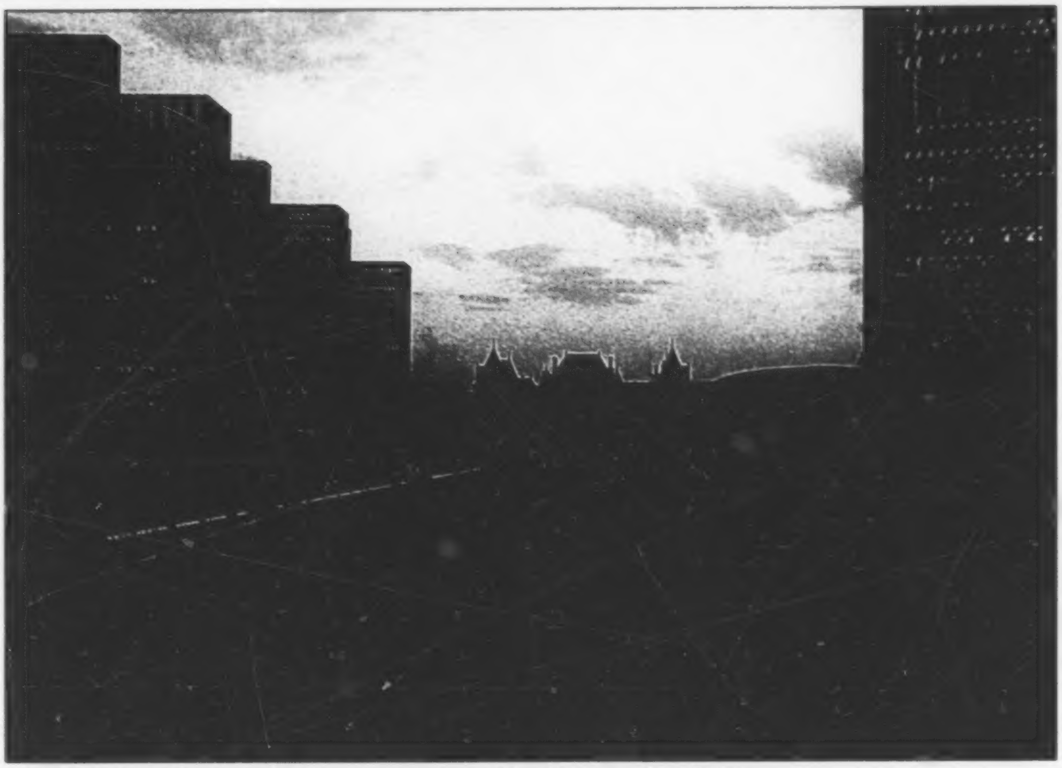
Fellows develop highly polished, public-policy-influencing skills and insight into the nuances of how policy is actually made, says Judith Seidel, the center's executive director. "We help them develop the tools for being an effective policymaker and for getting things accomplished. They learn on the job how to get things done with other key players even when they don't like them. The most exciting piece aligns the research they are doing with public policy."

> **"We help them develop the tools for being an effective policymaker and for getting things accomplished."**
>
> —Judith Seidel, director,
> Center for Women in Government,
> SUNY at Albany

The program's goals are to increase the participation of women in the public arena, to develop public leaders, and to encourage the development of policy that responds to the needs of women and their families. But it's more than classroom theory. To gain a firsthand feel for the operations of state government, women are placed in the New York State Legislature, a state agency, or a policy-oriented nonprofit organization.

Before taking this plunge, fellows are treated to an introduction to state government upon their arrival in Albany in January. This first of three required seminars gives fellows the policy knowledge and the tools they need to succeed in their eventual placements. "We strive for a seamlessness among the three programs," says Seidel.

She adds that the fellowship embodies diversity and inclusiveness through its instructors, speakers, and the fellowship group itself, which in 1995 included only one white woman. The second seminar, "Gender, Race, Class and Public Policy and Women as Public Policy Actors," examines the various bureaucratic, legislative, and organizational contexts in which women work on policy, and the competing pressures they confront in these settings.



Women learn how to break into the ranks of government in a fellowship program at SUNY Albany.

In addition, the fellows attend a two-hour weekly personal and professional workshop to relate their placement insights across the policy process. Seidel sees this group activity as an unusual opportunity for the fellows to learn about each other as well as government.

Beginning in February, fellows begin their 30-hour-per-week placements with a legislator, state agency, or policy-oriented nonprofit organization. Issues they might tackle range from health and insurance to labor, education, and aging. It's a chance for a unique up-close look at all aspects of the policy-making process--from how to influence the agenda to the formulation, adoption, implementation, and evaluation of policy.

Fellows develop a project that incorporates research on a policy question with personal experiences in their placements. These projects often become more than an exercise. For example, as a 1985 fellow, Seidel examined the unmet public-policy needs of women with disabilities. Her work laid the foundation for a subsequent three-year study by the center on individuals with disabilities.

Whether or not they opt to stay in government, women are prepared to take on leadership roles after graduation. "It makes them better managers and decision-makers and better citizens to understand the problems out there," says a former director of the program, Joeanna Hurston-Brown. "They learned the nuts and bolts of how to succeed in government, how to impact public-policy development, and when, how, and where to impact and influence the system. They gained an understanding on a pragmatic, realistic basis of how government works," she says.

A former New York State employee, Hurston-Brown believes there is a need within the public-policy arena for women to participate in all issues, not just those traditionally thought of as women's issues. "Women bring a different lens that helps them to look at issues that better meet the needs of constituents," she adds. "No matter how progressive we are, if we don't first understand our values, where we will compromise, and the point beyond which we will not go, we will not succeed. The challenges are for women to show that we are going to be different."

Minority woman are adding yet another perspective that's all too often missing from government. Class of 1995 graduate Christina Hernandez, a Puerto Rican from Manhattan, landed a job as a member and commissioner of the New York State Crime Victims Board. Hernandez says that the fellowship solidified her interest in minority women's issues. "I want to do as much as I can for minority women. As a Hispanic woman, I believe participating in the program was an opportunity for me to move forward. There aren't many Hispanic women in government, and they don't get the opportunities to move on academically," says Hernandez.

Hernandez, one of two family members to graduate from college and the only one to have a graduate degree, overcame many barriers to reach the fellowship program. But help came from other Latinos. She credits her mother and an older sister with providing the impetus for her to pursue higher education, and says she learned how to network from Carmello Rivera, a mentor and the director of the Bureau of Minority and Women's Business Program in the state Department of Environmental Conservation. "He took me under his wings and gave me a feel for government," she says.

During her fellowship, Hernandez worked in the Department of Environmental Conservation's Office of General Counsel, where, she says, she learned a lot about how New York State operates. "Part of my job was to research the issue of environmental justice and its effects on communities throughout the U.S. I tried to come up with policy for New York State and looked at other states and how they dealt with the issue," she says.

Beyond the chance to study civics, Hernandez feels the program was empowering. "I felt affirmed in the program by the other students, who were extremely diverse. In class, we learned the positive things that we could do as women to work effectively in government. The instructors broke down the political process for us. They encouraged us to go to different functions and network," says Hernandez.

Another alumna, Deborah Vogel, now with the New York State Office for the Prevention of Domestic Violence, had a similar positive experience. Vogel was attracted to the program's approach of combining academic exploration with hands-on work in government. She already had extensive knowledge of working in the community.

She entered the program, she says, because "I felt there was a lack of a strong voice in elected positions and appointed positions for women. I felt women didn't have many opportunities to impact the policy process, and the fellowship looked like it could make a difference for women."

Vogel was on her way to earning a master's of public administration degree at Syracuse University in New York when she started the fellowship, but she was seeking real-life government experience. "I wanted to see how the political system worked from the inside. This program provided a rare opportunity for women to come together in a supportive initiative to study the system that you are trying to get involved in," says Vogel.

Christina Hernandez
Commissioner

The experiences learned in the program a decade ago have remained with her. "No matter where you are, the knowledge about the legislative policy-making process is very helpful in any place where you want to take effective action, no matter what level you are at. It doesn't have to be legislative. It can even be a local neighborhood initiative," adds Vogel.

She might have been involved in state government, but one of the program's valuable lessons was learning to be a diplomat.

"Probably one of the hardest and most satisfying lessons was learning how to be effective and to work with people who hold different opinions. I had to find common areas of interest, learn to negotiate, and not to take things personally. I learned to remain calm and reasoned; to be creative and more sophisticated in my negotiating to get the system to work for you; how to massage the touch points; and how to build alliances and not to burn bridges. You never know when someone could be helpful in your efforts down the road," recounts Vogel.

But like many of life's enduring lessons, her realization of the value of the fellowship came upon later reflection; it was not something picked out of a Gumpian box of chocolates. "You don't get all of this until the fellowship is over. It glows brighter after you move away from it," says Vogel. "Some of your greatest lessons will be things you're not focusing on immediately." HO

"... we learned the positive things that we could do as women to work effectively in government."

—Christina Hernandez,
commissioner, New York State
Crime Victims Board

A Woman of Influence

by Monica Rhor

Growing up as the child of Puerto Rican migrant workers in New Jersey, Dr. Gloria Bonilla-Santiago was told: "People like you don't go to college."

Later, as a young academic starting her career at Rutgers University-Camden, she was told "People like you don't get tenure. People like you don't become professors."

Like many Latinas, Bonilla-Santiago has heard these types of discouraging words all her life. But she never let them stop her. Instead, she used those negative messages as a way of encouraging herself, and over the past decade, in turn, has created a number of programs in New Jersey designed to empower other people of color. At Rutgers-Camden, where she is a professor of social work, has earned a reputation as an innovator and a tireless advocate for the Latino community, and for Latinas in particular.

Bonilla-Santiago is used to taking her own counsel over others. As a high schooler, in response to the guidance counselor who believed she was not college material, Bonilla-Santiago applied to 15 different colleges. She was accepted by 10. "That was my first victory," Bonilla-Santiago, now 40, says with a satisfied smile.

And it would not be her last achievement in academia. She went on to earn her bachelor's in political science at Glassboro State (now Rowan) College, a master's in social work at Rutgers University School of Social Work, a master's in philosophy, and a doctorate in sociology from the City University of New York.

Photo: Nick Romanenko, Rutgers, 1992

> "I knew I couldn't be a bureaucrat. I wanted to be an architect of change."
>
> —Dr. Gloria Bonilla-Santiago,
> professor,
> Rutgers University-Camden

For the last 15 years, Bonilla-Santiago's professional life has consisted of reaching one career milestone after another. "I've always been concerned about the status of Latinos and Puerto Ricans," Bonilla-Santiago says, while sitting in an office lined with awards and commendations. "I definitely knew I wanted to be in an area of service. I wanted to be an innovator. I knew I couldn't be a bureaucrat. I wanted to be an architect of change."

Her career reflects that desire. In 1981, as an assistant director of Rutgers-Camden Academic Foundations department, she set about boosting Latino enrollment at the state university. In 1983, she started the Office of Hispanic Affairs to address problems in the Latino community. And in 1988, as a member of a New Jersey Commission on Sex Discrimination, Bonilla-Santiago, seeing the need for services for poor Latinas, lobbied for a bill that created two Hispanic Women's Resource Centers. Today, there are three such centers, each providing more than 1,000 women each year with services from job referrals to child care. This work, in turn, led Bonilla-Santiago to what would become her greatest accomplishment: the founding of the Center for Strategic Urban Community Leadership at Rutgers-Camden. Bonilla-Santiago likes to think of the center as a mini-university within

The class of 1996 at the Hispanic Women's Leadership Institute founded by Dr. Gloria Bonilla-Santiago.

Photo: Steve Goodman, 1995

a university, a place where people like herself can gain the tools to succeed in the mainstream world and attain leadership positions. Bonilla-Santiago recalls, "I knew I was not a traditional professor. My research and my work had to make a difference. It had to be utilized as a vehicle for making change. My people can't wait."

Most of those urging on Bonilla-Santiago were other Latina professionals, who wanted her to create services directed at their needs. In 1989, she responded to their requests by starting the Hispanic Women's Leadership Institute, using seed money from one of the state's major employers, AT&T. The program, which has graduated 125 Latinas, consists of four weekend seminars held during an academic year. The goal, says Bonilla-Santiago, is to "reduce the psychological, political and social obstacles that impede Latina women from seeking political and professional positions in the nation."

It is an ambitious mission, and, subsequently, Bonilla-Santiago says, the program is no easy ride. "There is a lot of assessment. The women see themselves for what they are. They see their strengths as well as their weaknesses," she says, noting that as Latinas, one of the first lessons is working through any hidden anger at the way they've been treated by society.

"Latina women were perceived as submissive and weak," says Bonilla-Santiago, who herself has learned how to juggle marriage and a demanding career. "But there were also psychological barriers we create. We were closing doors before coming in."

Bonilla-Santiago believes the program's success can be measured both by the caliber of the graduates, who include New Jersey's first woman surrogate and Nilsa Cruz-Perez, New Jersey's first Latina assemblywoman, as well as the fact that now many participants are sent to the program by corporations, community organizations, and local governments.

In many ways, the program echoes Bonilla-Santiago's own experience. Her life, she says, was changed when she was still in school and met the woman who would be her mentor, Marta Benavidis, a local Baptist missionary who befriended Bonilla-Santiago. She saw the untapped potential in Bonilla-Santiago and encouraged her to continue her studies, helped her navigate her way through college applications, part-time jobs, and even gave her a place to stay when Bonilla-Santiago's family had to travel along the migrant trail. Says Bonilla-Santiago: "She influenced me to do anything I wanted."

A second leadership program aimed at minority executives was started by Bonilla-Santiago three years ago. The Leadership Management for Urban Executives Institute (LMUEI) consists of four intensive workshops designed to teach minority leaders how to move ahead.

Again, many of the participants must first overcome long-held anger, she says. "What racism does to people, that damage, that must first be repaired. How can we fix that? What must we do?" Bonilla-Santiago asks. After confronting these emotional issues, participants get practical training in community development, advocacy, legislative strategy, and community organizing.

With both programs up and running, Bonilla-Santiago has moved on to her next project, an alternative approach to public education dubbed Project LEAP.

This new venture involves a community-based mathematics, science and technology grammar school run jointly by Rutgers University and the Camden Board of Education. Bonilla-Santiago hopes to have the program in place by 1997. "I see solutions from a holistic point of view," Bonilla-Santiago says. "You need better schools for businesses to flourish. You need safe streets for children. Everything is interdependent."

For Bonilla-Santiago, Project LEAP is just another example of what she sees as her own mission as an "architect of change." She says, "If I help my community, if I'm successful in creating things that work, I can grow."

And, as for those teachers who thought she wasn't college material? Well, last year, her old high school presented her with its Hall of Fame award, given to graduates who have excelled in their careers. Says Bonilla-Santiago, laughing at the irony: "I was real proud that night." **HO**

THE IMPORTANCE OF MENTORING LATINAS

by Yvonne Martinez Thorne, Ed.D.

Latinas today face increasing opportunities for success. Unlike a generation ago, when Latina women pursued achievement in traditional settings, Latinas are now defining achievement in terms of goals outside the home and in male-dominated arenas. These expanded career opportunities create special challenges for Latina women whose motivations, goals, values, and behaviors are shaped by traditional socialization experiences. Latinas raised in homes with gender roles clearly defined and with a value system supporting collaboration, family, and community might find themselves unprepared for academic and professional settings where competition, individualism, and assertiveness are valued. They might experience the anxieties and fears associated with increasing career opportunities and expanded gender roles.

For these women, mentoring can play an important role in helping them to negotiate these new demands. Mentoring has been positively associated with achievement in Latinas. In my recent study on motivation in high-achieving Latina women (Martinez Thorne, 1995), I had the opportunity to interview 10 Latinas who were either doctoral graduates or had completed their doctoral coursework with the exception of their dissertation. These women attributed much of their success to the existence of role models and/or mentors who supported them by example and/or with guidance and expertise. They gave recognition to their mothers, aunts, and grandmothers who demonstrated for them success with expanded gender roles and career opportunities.

I recall one woman's pride and admiration for her grandmother, who started her own business in Puerto Rico at the turn of the century when women's achievements were limited to the home. Another woman told of her mother's courage in pursuing a graduate degree while single-handedly raising her family in Puerto Rico. Yet another gave tearful tribute to an aunt who demonstrated that multiple roles in and outside the home were possible to negotiate. For these women, mentoring was clearly associated with their high achievements.

Mentoring is especially important for our

> **"Latinas raised in homes with gender roles clearly defined ... might find themselves unprepared for academic and professional settings where competition, individualism, and assertiveness are valued."**
>
> —Yvonne Martinez Thorne

young Latinas.

Research indicates that girls approaching adolescence have a tendency to value social competence over competence in cognitive tasks. At this stage, these girls begin to repress their cognitive abilities and focus more on developing competence in tasks considered traditionally feminine. This tendency can be attributed to societal emphasis on appropriate gender-role behavior for males and females. Although not true for everyone, Latinas tend to be raised in homes that are more traditional in gender-role development when compared to non-Latinas. This traditional socialization might result in an undermining of their competence and ability to consider expanded career opportunities and gender roles. Mentoring can help prepare young Latinas to successfully compete in the workforce.

By definition, mentoring is consistent with Latino cultural values and norms. Mentoring can be defined as a collaborative process whereby two or more people engage in a working relationship toward a mutually determined goal. Latino cultural values support collaboration and cooperation as a means of helping the individual, family, and community. The guidance and expertise provided by the mentoring relationship are traditionally valued by Latinos. In Latino communities, the biblical principle "unto whom much is given, much is expected" is a way of life that requires them to give back to their community what they have received. Mentoring is therefore consistent with the values and norms of Latinas and their communities.

Those of us who have been mentored successfully understand the importance of this process. Through mentoring, Latina women can be supported to consider expanded career opportunities available to women today. They can also be encouraged to negotiate expanded gender roles, to continue to seek higher education, and to compete successfully in the workforce. So let us consider giving back in kind through the mentoring of our Latina women.

Martinez Thorne, Y. (1995). *Achievement motivation in successful, high achieving Latina women* (Doctoral Dissertation, Teachers College, Columbia University). HO

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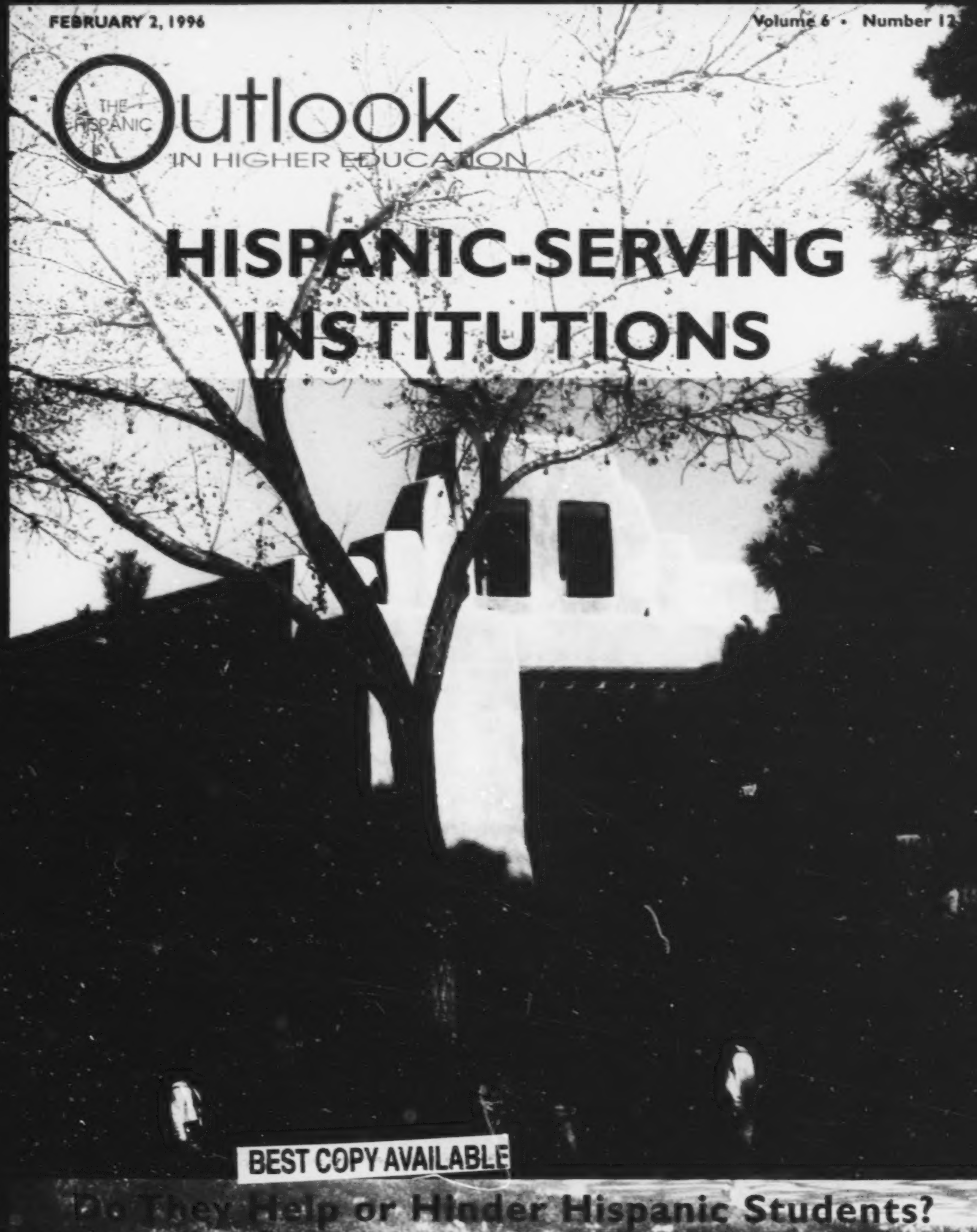

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Bilingual Education Facing Cutbacks

by Ines Pinto Alicea

Bilingual education has long been a hotly debated topic, but now that Congress has turned up the heat on the controversial program, it is unlikely that bilingual education will ever be the same.

"The political arguments distract people from the educational issues," says Gabriela Uro, special assistant to the director of the Office of Bilingual Education and Minority Languages Affairs at the U.S. Department of Education.

Even though the number of limited-English-proficient students grew 70 percent from 1984 to 1993 to 2.7 million students, and is expected to reach 5 million by the year 2020, Congress voted to reduce the federal government's share of funding for bilingual education, forcing states to bear more of the financial burden.

It would seem that the forces trying to rid the federal government of its responsibility for bilingual education had won a small victory. Further analysis of Congress's actions, indeed, indicates that the cuts are part of a long-term trend to reduce the federal government's role in bilingual education. During the 1980s, federal spending on bilingual education fell 48 percent, according to the Urban Institute.

This news is especially troubling for the Latino community since three-quarters of the people who are limited in their English proficiency are native Spanish speakers, according to a 1994 study commission by the U.S. Department of Education. Moreover, a recent study by the American Council on Education (ACE) found that the drop-out rate for Hispanics from families who speak little or no English at home was 32 percent compared with 14 percent for Hispanics who spoke English at home.

"These students are more disenfranchised than their counterparts because their parents don't feel welcome by the schools, their parents don't understand the school system, their parents can't help them with their homework, and they don't understand the communiques the schools send them," says Hector Garza, director of ACE's Office of Minorities in Higher Education, which prepared the organization's 13th *Annual Status Report on Minorities in Higher Education*.

Bilingual education supporters say that even though demand is high, reduced federal funding will mean new programs will not get any assistance, existing programs will be curtailed, and students who are limited English proficient will be served unevenly depending on the generosity of the state in which they reside.

"It sends a message [to the states and localities] that you are on your own," says Uro. "It's a bad message to send. The response will vary across communities. Some areas are committed to their kids and do a good job, and others do not."

About 12 percent of the nation's limited-English-proficient students currently participate in federally funded bilingual education programs, but a significant portion of the federal competitive grants are allocated to teacher development and innovative programs, primarily at the elementary school level

Teacher development is important since it is estimated that only about 10 percent of U.S. teachers have the skills to work with limited-English-proficient youngsters. The cuts are certain to affect how many teachers will ultimately get trained to provide bilingual education, a teaching method that emphasizes English language acquisition while allowing the use of a student's native language to address additional content areas such as mathematics or science. "You will lose the momentum gained in the program in the last few years," says Marshall Smith, undersecretary of education for the U.S. Department of Education.

Established in 1968 when Congress passed the Bilingual Education Act, the program was designed to provide equal access to the educational system to those children with language barriers. At that time, supporters also argued that when bilingual students graduated and joined the workforce, their competency in languages would help boost the nation's competitiveness in world markets.

"Language-minority children unable to keep up with their English-speaking classmates in their subject matter were more likely than other children to drop out of school," says the Washington-based National Immigration Forum. "Bilingual education helps ensure that immigrants learn English and keep with the content of what they are learning."

According to the National Association of Bilingual Education (NABE), a student can acquire enough English language skills within two to five years to interact socially, but it will take that same student five to 10 years to develop the "academic language" that will help him or her get through school.

"Therefore, a bilingual education program must continue to present challenging cognitive material to students as they acquire the needed academic language over time," according to NABE officials. "Research shows that the use of the first language does not interfere with the acquisition of a second language. Literacy development, academic skills, subject knowledge, and learning strategies developed in the first language will all transfer to the second language."

Others in the education community say they believe that the program fails to emphasize English acquisition enough and is not truly effective." Teaching children in their native language might actually be detrimental to their academic achievement," says Barbara Mujica, a professor of Spanish at Georgetown University in a recent *Washington Post* editorial. The same issues have been at the heart of the debate in Congress. "Immigrants upon immigrants came here without the benefit of bilingual ballots or bilingual education," says Rep. Peter King (R-N.Y.), who has tried to eliminate bilingual education.

The debate over bilingual education has become mired in a number of other political debates that have yet to be fully resolved. There is the question of whether the states, not the federal government, should determine how to best meet the needs of the limited English proficient. Then there is the entire debate over whether the United States should adopt English as its official language. "There is a mistaken notion that being multilingual is divisive," says Rep. Xavier Becerra (D-Calif.).

ANALYSIS

Do HSIs Benefit Hispanics?

by Gary M. Stern

When a Hispanic student attends a predominantly white school, problems with fitting in can easily arise. But at the University of Texas-Pan American, Latino students probably feel right at home.

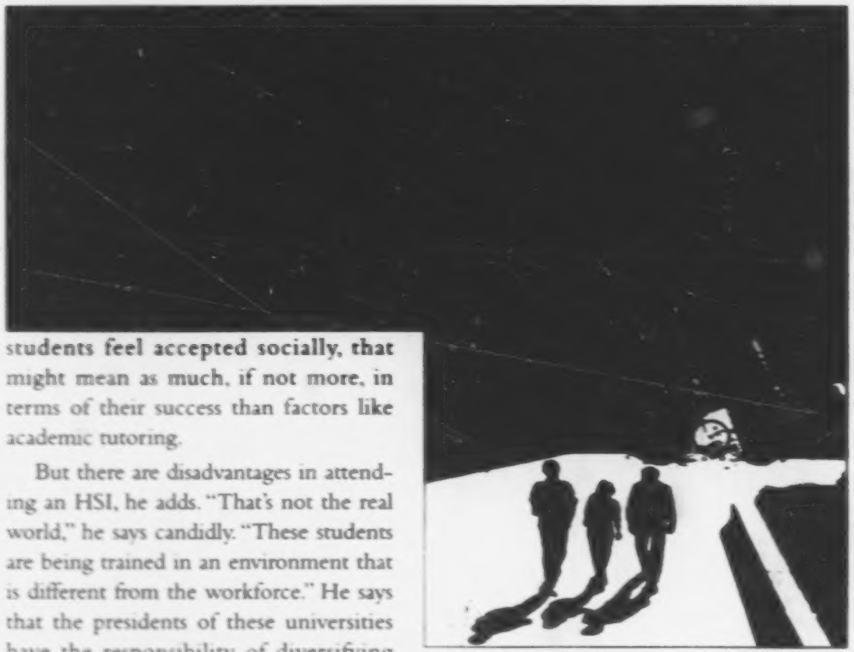
Located just 15 miles from the Mexican border, the university enrolls 13,700 students of whom 86 percent are Hispanic, mostly Mexican-American. Here, a first-year Hispanic student isn't likely to feel much culture shock as he or she eases into college life.

But is such a comfortable, homogeneous environment good for Hispanic students? Does it prepare Hispanics for a multicultural workplace or isolate them in a Hispanic ghetto?

These are important questions to raise because, in fact, many Hispanics attend schools with a disproportionately high number of Latino students. Known as Hispanic-Serving Institutions (HSIs), these are colleges—many of them two-year institutions—that have at least a 25 percent Hispanic student enrollment. Almost half of the Hispanics in higher education attend one of the nation's 128 HSIs.

Some educators believe these schools can serve to further segregate Hispanics, perhaps hindering their future success in the workforce. As director of the American Council on Education's Office of Minorities in Higher Education, Hector Garza travels to many of these HSIs and sees both the pros and cons.

"Research shows that any time you have a critical mass of Latino students, it does make a difference in their education," he says. "That critical mass allows for students to form academic support groups and to offer support to one another in many ways." He notes that if students feel accepted socially, that might mean as much, if not more, in terms of their success than factors like academic tutoring.



But there are disadvantages in attending an HSI, he adds. "That's not the real world," he says candidly. "These students are being trained in an environment that is different from the workforce." He says that the presidents of these universities have the responsibility of diversifying their student bodies and preparing Hispanic students for entering the mainstream American workplace.

Longtime president of the University of Texas-Pan American agrees with Garza's assessment. President Miguel A. Nevarez acknowledges that enrolling a mostly Hispanic population "can be considered a disadvantage. Our students have to get exposed to people of other cultures. That kind of experience is definitely missed." To gain experience in a non-Hispanic environment, he encourages students to pursue graduate education in areas outside of the Southwest, as he did when he attended graduate school at Michigan State University and New York University, both schools with diverse student bodies.

But he stresses that if the University of Texas-Pan American were not located in this area of Texas, which is home to a large Mexican-American population, many of these Hispanic students would not have attended college at all. To help Latinos, the school possesses an extremely active Learning Assistance Center that offers special tutoring assistance and computer training programs. Since a vast majority of the school's students hold down jobs, forcing them to take a minimal courseload, the center plays a major role in helping them get through college, particularly that troublesome first year.

But the school has turned its high Hispanic population into an advantage by creating a doctoral program in international business, emphasizing trade with Latin America.

Nevarez notes that at schools like his, Hispanic students, who are oftentimes the first in their families to attend college, might have an easier time.

Another university with a huge Hispanic population is Texas A&M International University, located in the border city of Laredo. Of the school's 2,515 students, nearly 89 percent are Hispanic, again mostly Mexican-American. Leo Sayavedra, who was president of the university until last month, says that he sees many advantages in a Hispanic student's attending a mostly Hispanic university. "There has been such a demand for our graduates from the corporate recruiters who have been under extreme pressure to diversify," he says. "The fact that we have a good pool of Mexican Americans means we're able to provide them with placement opportunities."

He adds, however, that "we recognize that when you are too homogeneous, you are disadvantaged." To overcome that potential disadvantage, Texas A&M has been striving to turn itself into an international university by recruiting European and Asian students. By offering a master's degree in International Business, it has been successful in attracting students from 30 different countries. It's a natural venture for the university since 50 percent of all U.S. trade with Mexico occurs in the Laredo port, making the city a focal point of trade.

"These students are being trained in an environment that is different from the workforce."

—Hector Garza, director, American Council on Education's Office of Minorities in Higher Education

Not all universities with a large Hispanic population are in the Southwest. At Florida International University, located in Miami and Fort Lauderdale, about 60 percent of the school's 28,000 students are of Hispanic descent. Fernando Gonzalez-Reigosa, dean of undergraduate studies, says that having Hispanics as more than half of its student body creates a "supportive environment" for them.

Because of this "Hispanic presence," students know that there are faculty and administrators who understand them, he asserts. Many of the Hispanic students hail from middle-class backgrounds and are not disadvantaged, Gonzalez-Reigosa notes, but even so, it helps them to attend college in such a familiar and supportive environment.

Similarly, Chuck Rodriguez, interim president of the Hispanic Association of Colleges and Universities (HACU), believes there are many advantages for Hispanic students attending HSIs. The main advantage, says Rodriguez, is financial. The cost of attending an HSI ranges from $5,500 to $7,000 a year, well below the collegiate average of $10,000 a year.

Another major factor in HSIs' appeal to Hispanic students is their location. Most HSIs are located in areas with large Hispanic populations, including the Southwest, Florida, and California. This allows Hispanic students to stay close to home, which is important to many Hispanic families for cultural and financial reasons. Many blue-collar Hispanic students work during college, taking up to six years to graduate. They might not attend a college located far from home given the additional costs for room and board.

"Our students have to get exposed to people of other cultures."

—Miguel A. Nevarez, president, University of Texas-Pan American

In order to better fund these schools, through intensive lobbying efforts, HACU won a $12 million grant from Title III funds for HSIs, an amount HACU hopes to increase in the coming years. "Our challenge is to encourage those who have the capacity to go as far as they can, figure out ways to provide financial assistance, and help them to finish high school," says Rodriguez.

He notes that in just 10 years of existence, HACU has accomplished a considerable amount. But Miguel Nevarez would like to see HACU do even more, including developing international programs to foster cooperation between students in colleges in Latin America and the United States. As international trade flourishes, so should programs among colleges. He adds that HACU has made great strides in creating links with corporate America to encourage recruiters to come onto campus. But while HACU seeks more funding for its member schools, the question remains as to whether these institutions are truly successful in preparing students for the world beyond their insular campuses and communities.

Chicanos Make Waves in Texas

by Joyce Luhrs

In a state like Texas where big is the norm, it's not easy to be considered a powerhouse.

But with a cadre of committed volunteers and a very clear goal, the Texas Association of Chicanos in Higher Education (TACHE) has established itself as a group to be reckoned with and, in the process, has grown into the largest organization of its kind not just in Texas but in the entire country.

In a state with a large Hispanic population and close ties to Mexico, the association's mission is to provide a voice for Chicanos in the state's higher education system and to increase the number of Hispanics attending college. "There were so few Hispanics in higher education," says TACHE's founding president Leonard Valverde. "There was no voice of advocacy, nor was there an official body that could educate policymakers about problems and how they impacted Hispanics."

From a fledgling group of only seven members, the organization has grown to include over 500 faculty, administrators, executives, and representatives from colleges, universities, nonprofit organizations, and corporations, all working toward the improvement of educational opportunities for Chicanos through networking, educational advocacy, recruitment and retention, and the promotion of Hispanic culture.

"I'm pleasantly surprised that it has been able to grow in size, stature, and capability to the point that those who were the original architects would not have ever thought possible. TACHE really is a major player in Texas," says Valverde, who today heads the school of education at Arizona State University.

The organization's agenda includes meeting with key decision-makers in postsecondary institutions, working with them to increase the numbers of Hispanics at all levels of higher education. TACHE also sponsors an annual statewide conference with speakers and professional development workshops. In addition, members publish papers and research educational issues affecting Hispanics.

There are also activities sponsored by local chapters. Recently, the El Paso Community College chapter sponsored a tour to acquaint its members with one of the poorest communities in the nation, located in an impoverished section of El Paso County. Not surprisingly, universities and legislators often call upon the organization's members for their expertise.

"TACHE really is a major player in Texas."

—Leonard Valverde, founding president of TACHE

Beyond focusing attention on educational issues affecting Hispanics, TACHE has created the equivalent of a good ole boys' network for Latinos. Through TACHE, former president Dr. Adriana Barrera met others who shared her concerns about issues like the low numbers of Hispanic college faculty and the poor recruitment and retention of Hispanic students in higher education. Says Barrera: "So much of the time, you think that you are the only one experiencing the problems. In my case, women from community colleges who had similar aspirations came together and were a support group and a network."

TACHE itself has become something of a support group for Hispanics in higher education as well. "We helped one another to stay in the ranks whether you were a student or a professional in higher education. We had the annual conference, but still we needed more. We came up with the idea to publish a bimonthly newsletter with our thoughts. We focused on campuses that were doing particularly well with graduation rates of Hispanics and those targeting Hispanic students," she adds.

Al Kauffman, a senior staff attorney with the Mexican-American Legal Defense and Educational Fund (MALDEF) in San Antonio, has worked with the organization from the start. He has seen TACHE members network and move on to more important positions in postsecondary institutions throughout Texas. "There are more Hispanics in higher education thanks to TACHE. The organization has become more powerful. With more and more issues, they are called upon by universities to lend their tremendous expertise," says Kauffman.

For example, Barrera says, her experiences as a TACHE president were seen as "a plus" and helped lead to her appointment as president of El Paso Community College. Another former president, Yvette Clark, now general counsel at Stephen F. Austin University, says she received a governor's appointment to the board of directors of the Texas Guaranteed Student Loan Corporation through contacts made in TACHE. "As president, you have the opportunity to travel to different institutions and meet the various presidents and make contacts that you're not generally able to do at your own institution," she says. Likewise, Valverde found that he grew personally from his involvement in the group. "TACHE forced me to seek out and learn about the various views people had regarding issues. There was always a different take depending on who you were speaking to. But there was a great deal of consensus among members regarding many issues," he says.

"We helped one another to stay in the ranks—whether you were a student or a professional in higher education."

—Dr. Adriana Barrera, former TACHE president

Clearly, TACHE offers a tremendous opportunity for career development and networking, but perhaps its most important work has been in providing equal access to higher education for the state's Hispanics. From the Texas Legislature to the courthouse, over the past two decades, TACHE has taken on the establishment. One of its major victories was a court battle that led to the expansion of the state's border universities. Felix Zamora, the 1995 president of TACHE, explains: "Historically, the state has treated South Texas as a stepchild, especially those communities along the border where roughly 63 percent of the population is Mexican-American."

In partnership with MALDEF, the organization charged the Texas higher education system with discrimination against Mexican Americans in South Texas and filed a lawsuit. TACHE won the case in the Texas State Supreme Court, but it was later overturned on appeal to the U.S. Supreme Court and remanded back to the state. But, says Zamora, this action forced the higher education system, the higher education coordinating board, and the legislature to come together to develop an initiative to restructure and fund postsecondary institutions in South Texas at a higher level.

Buckling under the pressure of the lawsuit, the legislature pumped $200 million into the border universities to provide graduate programs in law, medicine, and engineering and to develop health and medical programs in the area.

Beyond these important advocacy activities, TACHE also raises funds for its own student aid programs. To help the next generation of Chicanos move into faculty and administrative positions, the organization established an endowment that has grown steadily with support from corporate sponsors like Southwestern Bell Telephone and Anheuser-Busch. Last year, 14 scholarships and four fellowships ranging from $6,000 to $10,000 were given out at the group's state conference.

"There was no voice of advocacy."

—Leonard Valverde, founding president of TACHE

With so much success in its 20 years of existence, today the organization might be experiencing growing pains. While there are many positives to running a volunteer organization, it also can be grueling and tiring, admit past presidents. According to Clark, the board of directors and the president-elect assume a great deal of responsibility, and the burn-out rate is high. There is concern about whether TACHE members, who are busy with their own jobs, can keep up with the workload. The president spends the year planning and then running the annual conference and learning what the organization is all about. "These are responsibilities that a paid staff person should take on. With the addition of staff will have to come changes in the way the organization is structured," she says.

TACHE's work is far from done, agree members. "With Hispanic retention and graduation rates lagging behind that of the white student population, there's still a lot to be done. Our commitment to organizations like TACHE is still needed," she notes.

PIONEER PROFILE

Dr. Eduardo Padrón,

Miami-Dade Community College

by Elena Chabolla

Dr. Eduardo J. Padrón now feels at home in a city that was once alien to him: Miami, Florida.

It was there that the Cuban-born Padrón began to meet the challenges that would shape his outlook on life and his plans for the future.

Many of those challenges came about in school, and Padrón rose to the challenge time and again to reach the ultimate level of education and training that led to a highly rewarding career.

But, strangely, his outlook and his plans for the future would not match his destiny. He was a spirited young man who was out to take the corporate world by storm. He was out for the money.

Padrón could have chosen to live in the corporate world. He was, and is, driven and motivated. He was a hard worker who possessed the qualities to succeed. But when he reached the fork in the road and was faced with a decision to select the path he would follow throughout his life, he followed his heart.

After receiving a doctorate in economics in 1970 from the University of Florida in Gainesville, Padrón was offered a teaching position that he thought would last only through the summer. But one taste as an educator was all it took. He was hooked.

Today, Padrón has reached a highly respected position. He is president of the Miami-Dade Community College District, serving as chief administrative and academic officer of the largest single district, multicampus, two-year college in the nation.

At age 50, Padrón has served in numerous posts within the district. He has started and participated in a number of high-profile boards and organizations and has been recognized as an important contributor to the national education agenda.

But the road has not been an easy one. It began in 1961 when, as a boy of 15, he and his brother arrived in Miami as Cuban refugees.

TITLE:	President
INSTITUTION:	Miami-Dade Community College
A QUOTABLE QUOTE:	"What is important is to do what you really believe. I wanted to do this. I wanted to give my dues back to the institution that had given me so much."
HIS GREATEST LEGACY:	"Every day of my life I feel that I make a difference in the lives of young people, and that gives me a great deal of satisfaction."
EDUCATIONAL BACKGROUND:	B.A. (Economics) Florida Atlantic University M.A. (Economics) University of Florida Ph.D. (Economics) University of Florida

In his own words, he had arrived at a place that was alien to him and that was, in fact, "almost frightening." But one strength he knew he had was that of an achiever. He was a hard worker, and he knew he could and would overcome the differences he found in this new land.

He enrolled in school but wasn't sure what to expect. He had a new language to master and customs and traditions to discover. He wanted to do well. "What did it for me was my very first class. I was very scared. I did not know whether I could succeed there," the soft-spoken Padrón recalled recently. "I worked three times as hard on homework. I studied test results and saw that I was doing as well as the best in the classroom. I saw that that was the key, and I did all that through college and it paid off."

And paid off handsomely. From a student at Miami-Dade Community College, he went on to receive his Ph.D. and land a job in the private sector. "Frankly, I did not intend to go into education," he said. "I was a very ambitious young man. I was a very high achiever. I was number one in my graduating class. I wanted to be rich. I wanted to join the corporate world. I wanted to make a lot of money."

So what happened? "Then, something happened at Miami-Dade [Community College]," he explained. "I had already accepted a job in the private sector, but I came to [Miami-Dade] to visit with former teachers and deans. While I was here, they asked me to teach during the summer. It was during that experience that I realized how gratifying it was to share knowledge with others.

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"What is important is to do what you really believe. So I accepted a job [at the college]. I wanted to do this. I wanted to give my dues back to the institution that had given me so much."

He started out teaching, but later he moved into administration and was just recently named to his new position, having previously served as campus president at the Miami-Dade Community College's Wolfson Campus from 1980-95. His duties, among others, included planning resource development and fund-raising programs and providing leadership in institutional and statewide planning.

Before that, as an associate professor of economics, he served as dean of instruction at the same campus from 1973-80. In this post, his primary responsibilities included development and supervision of academic programs, hiring of faculty, providing leadership, and overseeing long-range academic planning.

From 1972-73 he was the director of the Wolfson Campus' Division of Special Programs and Continuing Education; from 1971-72 he was chairperson of the Institute of Culture and Language Training; and from 1970-71 he was an assistant professor there.

Looking back at his long and prosperous career in higher education, it's hard to believe Padrón initially had no plans to enter the world of academia. "I have no regrets at all. Every day of my life I feel that I make a difference in the lives of young people, and that gives me a great deal of satisfaction."

And while he was able to reach students more directly as a teacher, Padrón said that moving into the administrative end of education has enabled him to make a difference behind the scenes, developing programs and implementing policies that benefit students.

He said of the transition, "One thing led to the other; the better job I did, the more responsibility they wanted me to assume. [The administration] is where you can really make sure we keep the system sensitive to the most important thing, and that is students."

And Padrón's commitment can be seen in many areas. He has been appointed to posts of national prominence by former President Jimmy Carter and President Bill Clinton, and has served in an advisory capacity to former Secretaries of State Edmund Muskie and Cyrus Vance and former U.S. Secretary of Education Shirley Hufstedler. More recently he was appointed to President Clinton's Summit of the Americas Steering Committee and the National Advisory Commission on Educational Excellence for Hispanic Americans.

He has received more than 100 awards, including the coveted Southern Region "Chief Executive Officer Award" for 1995 by the Association of Community Colleges Trustees. He has been honored by the countries of Colombia, Israel, France, Mexico, and Spain, and has been publicly recognized by President Clinton as "one of America's outstanding educators."

Asked what has motivated him to achieve so much, Padrón said it's a combination of elements, but the people who influenced him the most are his parents.

"It's hard to pin down, but my parents had a lot to do with that," he said, noting that his mother did not get through elementary school and his father did not complete high school. His parents, Padrón said, who followed him and his brother to Miami from Cuba in the '60s, instilled in him a sense of values and encouraged him to work hard. They made it very clear that education was the key to a good life.

His colleague and friend of 20 years, Dr. Jose Vicente, interim dean of academic affairs at Miami-Dade Community College's Wolfson Campus, admires Padrón's qualities of leadership and commitment.

In Vicente's words, Padrón is a pioneer, a creator, and a leader. "I think he is truly an innovator," Vicente said of Padrón, stressing the district president's ability to create and conceptualize programs that have enriched the lives of those pursuing a higher education.

"He has a special knack for making people feel ownership of the programs," Vicente said, noting that it's an important quality to ensure a successful implementation of any program.

Padrón is described as one who listens well, is very supportive, and pays attention to detail.

"He does things that make people feel very special," Vicente said. "He takes the time to send a faculty member a birthday card. That might seem insignificant, but it goes a long way," he said.

Padrón is mindful to plan special activities during staff day and to present special gifts to faculty during faculty week, and that, Vicente said, is part of what makes him a terrific leader.

Celebrating 20 Years of Success

by Kim Bergheim

When Patricio Navia thought about attending college in the late 1980s, he figured community college was the only option available.

Navia had recently moved to Chicago from Chile, and like many new immigrants, he didn't know about taking placement tests or applying for financial aid. Attending a prestigious city university seemed out of the question.

But his horizons were broadened after he saw a poster and brochure for a program at the University of Illinois at Chicago (UIC) aimed at recruiting and assisting Latino students like himself.

In LARES, short for the Latin American Recruitment and Education Services program, Latino students are offered assistance on everything from understanding the admissions process and seeking financial aid to career guidance and tutoring. Most of the program's counselors have attended UIC, so they know firsthand the problems confronting these students.

Navia wrote a letter requesting information about the program and was contacted by a counselor within a week. "The counselor made applying to UIC a sweet and smooth process," he recalls. "I received help with the paperwork and my schedule of classes."

Like many students in LARES, Navia went on to earn a bachelor's degree. He also picked up his master's degree in political science at UIC and now works at the school as the assistant director of student development. "The LARES program was essential to my success," he says.

Navia is just one of thousands of Latino students who have succeeded at UIC thanks in part to the LARES program, which celebrated its 20th anniversary last year. Created to increase the university's Latino enrollment and the retention rate for Latinos once on campus, the program has grown to become the largest Latino student support program in the Midwest. Today, there are about 2,000 students in LARES.

But the success hasn't come easily. LARES was still a struggling endeavor when Leonard Ramirez joined the program as a counselor in 1980. At that time, LARES involved only about 100 students. A UIC graduate with a sociology and history degree, he had been active in Latino student groups in the city that were trying to improve education for young Chicagoans. "LARES was floundering," says Ramirez candidly. "To revive the program, we focused on ownership of the program through UIC students, supporters, alumni, and community groups. We developed a support network for people involved with educational enterprise."

Those efforts have paid off. Last month, when LARES celebrated two decades of success, dozens of former students, teachers, and community agency representatives turned out for a special recognition night. A contest for a LARES logo was held for current students, while LARES alumni like Maria Prado, who today runs her own business, spoke about the program's impact on their lives. The support Prado received from LARES was crucial to her success.

> **"LARES counselors pointed me in the right direction."**
>
> —Maria Prado,
> LARES alumna;
> owner, Prado & Renteria

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She entered UIC in the early 1980s somewhat unprepared after graduating from a high school that emphasized secretarial careers. "My first semester was a shock," she says. "I wasn't prepared for the classes. I talked to a LARES counselor about my deficiencies, and she helped me set up my classes to bring me up to speed."

Prado earned an accounting degree in 1986 and became a certified public accountant in 1988. After Prado worked in a bank for several years, she and a co-worker, Hilda Renteria, founded Prado & Renteria in 1990. Today, the 15-member firm is the largest Hispanic-owned accounting firm in Illinois, conducting audits for local, state, and federal government agencies, small businesses, and nonprofit groups. "LARES counselors pointed me in the right direction," says Prado. "They gave me a lot of encouragement."

The program's counselors help students with the admissions process, and LARES also offers a summer enrichment program, a first-year student mentorship program, tutorial services, and a study center with computers. Each semester, LARES employs about 25 students as office assistants and tutors. To recruit high schoolers, counselors visit local schools and community centers to talk to students about LARES, and a student group, LARES Leaders, provides guided campus tours to potential students.

LARES has established ties with campus and community groups and works with about 15 Latino student organizations, the Chancellor's Committee on the Status of Latinos, and the Latino Committee on University Affairs, a university employees' organization. Beyond working with the students and administration, LARES created a parents' organization, the Association of Latino Parents, which has been used as a role model for other groups. Culture is also emphasized through the co-sponsorship of film festivals and guest speaker presentations with UIC's Latin American Studies program and the Latin American Cultural Center.

In the community, LARES works with agencies in metropolitan Chicago, including ASPIRA of Illinois and LULAC National Education Centers, both of which encourage Latinos to pursue college education.

Students stay involved with LARES's academic support services during their first and sophomore years, Ramirez says. In their junior and senior years, students are encouraged to become involved with pre-professional organizations and networking groups outside of LARES to help in the upcoming search for job opportunities.

Although LARES is a minority recruitment program and the country is caught in an anti-affirmative action mood, Ramirez isn't seriously concerned about consequences to LARES. While there's talk that Illinois legislators might be considering an anti-affirmative action measure, Ramirez isn't worried. "Discussions in Illinois are done in hidden conversations," he says, "but LARES will continue in the future. We're always five steps ahead of any possible problems."

IS THE AMERICAN DREAM FOR MONOLINGUALS ONLY?

by Lourdes Diaz Soto

Lourdes Diaz Soto is associate professor in the College of Education, Pennsylvania State University. She is also coordinator of the bilingual/multicultural program.

In America, bilingualism, biculturalism, and bilingual education have historically been suspect. The legislative advances addressing issues of equity in the 1960s and 1970s have not helped to alleviate the current state of affairs for either bilingual or monolingual children. Our nation is implicitly and explicitly encouraging the loss of home languages. From the bilingual child's point of view, it is clear that you are expected to shed your family language and culture in order to be acceptable to the mainstream society. Yet losing your language and your culture does not guarantee entry into the world of the mythic America. Bilingual/bicultural families have tried to play by the rules in an effort to attain the American dream. Families have worked hard and contributed to the welfare of the nation, yet the data show high poverty rates and low levels of educational attainment.

John F. Kennedy stated that "The greatest enemy of the truth is very often not the lie, deliberate, continued and dishonest but the myth present, persuasive, and unrealistic." Can we afford to tolerate the existing American social climate that devalues languages and cultures? Has the myth of the "American dream" become a nightmare for language-minority children? Just as your gender will determine much of your future, so will your birth as a child of color in America.

Contemporary families face multiple, complex challenges within the existing societal context, with linguistically and culturally diverse families facing additional human rights issues. Speakers of second languages in America have lived the daily realities of a rising conservative agenda. Contemporary examples of an oppressive climate include the proliferation of the English-only movement, the passage of California's Proposition 187, legislative budgetary mandates punishing the most vulnerable in our nation, and the ill-conceived association of monolingualism with patriotism.

The idea of imposing English-only advice needs to be abandoned because it is hurting the future of our nation and the family's ability to communicate. Linguistically and culturally diverse families have a tendency to think that advice imparted by the more powerful elements is the "law of the land." They might follow such advice even when it counters their own needs, values, and intuition.

Intergenerational communication is a vital part of child-rearing patterns that foster children's well-being. When parents, grandparents, and extended family members lovingly impart values, beliefs, and cultural wisdom to children, children have an opportunity to attain a healthy sense of self. While the English language has become an international means of communication, linguists express concern for the loss of other languages. Successive generations lose their native language as grandchildren are unable to communicate with their grandparents. The loss can be especially tragic for cultures with oral traditions since these languages cannot be retrieved. In Pennsylvania, for example, we can find only five native speakers in the Lenne Lanape Delaware Indian tribe.

This loss of language and loss of intergenerational communication is bound to intensify when reports indicate that there has been a 38 percent increase over the last decade of school-age children who

"It is clear that you are expected to shed your family language and culture in order to be acceptable to the mainstream society."

—Lourdes Diaz Soto, associate professor, Penn State University

speak languages other than English. U.S. Census Bureau data (1991) show that 14 percent of the population speak a language other than English at home. A decade of increasing proportions reflects speakers of Spanish, Asian Indian languages, Chinese languages, Korean, Thai and Laotian, Vietnamese, Farsi, Filipino languages, Arabic, Armenian, Japanese, Portuguese, and Russian. Decreasing proportions were shown for speakers of American Indian and Alaska Native languages, Czech, French, German, Greek, Hungarian, Italian, Norwegian, Polish, Serbo-Croatian, Swedish, Ukrainian, and Yiddish. These data point to the dramatic multilingualism in America, as well as to the needed linguistic preservation.

The pursuit of linguistic and cultural preservation by Spanish-speaking families predates the arrival of English speakers to America. At the end of the Mexican-American War, for example, the Treaty of Guadulupe Hidalgo gave Spanish co-equal status with English as the language of government in California and other territories ceded to the United States. This treaty is similar to the Louisiana Purchase document in implying some recognition of the Spanish language with equal protection for access to legislatures, courthouses, and schools regardless of English-speaking abilities.

The Spanish-speaking families of Puerto Rico also predated English-speaking colonizers and have historically sought to protect their home language in their own land. In 1909 when only 3.6 percent of Puerto Ricans spoke English, 607 out of 678 grade schools were mandated to use English as the medium of instruction. By 1913 legislators were demanding the reinstatement of Spanish, but U.S. officials blocked the change until it was found to be a failure in 1949.

Affording children and families the gift of home-language preservation has been shown to be beneficial in a variety of ways. Researchers have found that native-language instruction develops pride in one's identity, which in turn has been shown by research to be linked to school achievement (see Jim Cummins for a review of these studies). Stanford researcher Kenji Hakuta indicates that bilingual children have certain advantages that monolingual children do not have, one of the most important being "cognitive flexibility" or divergent thinking. Stephen Krashen, a California researcher, found that using children's home language as a medium of instruction is important because:

a) it supplies background knowledge that makes English more comprehensible;

b) it enhances the development of literacy since knowledge is transferred from the home language to the second language; and

c) first-language development has cognitive advantages, practical advantages, and promotes a healthy sense of biculturalism.

It is clear that persons who speak second languages can still be loyal to American ideals. Our nation will benefit from knowledge about languages and cultures in a variety of ways but especially by strengthening family bonds. Our children learn about an America that promises democracy, freedom, and equal opportunities. When so many families in America are finding it impossible to reach the "American dream," it seems more important than ever to implement an educational climate that is enriching, accepting, bilingual, and bicultural.

Stereotype Anxiety   Armando Sánchez   Hispanic Enrollment at HBCUs   Dr. Harry B. Dunbar

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BLACK HISTORY MONTH

Black Women Presidents of Universities and Colleges

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National Science Foundation Rethinks Minority-Based Programs

by Ines Pinto Alicea

Under pressure from Congress to eliminate racial, ethnic, and gender preferences, the National Science Foundation (N.S.F.) is considering changing some programs designed to boost the numbers of minorities and women in science and math.

Even so, the agency, which has found itself in the middle of the growing Congressional debate over whether or not affirmative action programs should continue, is proceeding with caution. Agency officials have said that no decision has been made on the status of programs that were restricted to minorities and women.

Moreover, they indicated uncertainty regarding possible changes to program guidelines giving preference to minorities and women but conceded that revisions are under consideration.

"In this climate that we find ourselves in, some of our programs are being reevaluated," said Julia Moore, director of legislative and public affairs at the N.S.F. "Our commitment to diversity in science and math is not waning or diminishing. Our commitment is very strong."

In fiscal 1995, the N.S.F. spent $84 million—about 3 percent of its budget—on programs to attract females and minorities to science and math. The programs range from summer science camps to special workshops in collaboration with historically Black colleges and universities. These efforts are based on the rationale that women and minorities tend not to pursue science or math degrees and careers in proportion to their share of the population. Hispanics represent 7.4 percent of all undergraduate students and 3.4 percent of all graduate students, but their numbers in math and science are limited. According to a 1995 report by the American Council on Education (ACE), many Ph.D. programs in science and math are enrolling fewer than 3 percent of underrepresented students annually. The report also said that Hispanics earned their fewest number of doctorates—56—in engineering.

Some Latino educators have expressed concern about altering existing N.S.F. programs. "Minorities and women will be 50 percent of the workforce by the year 2010," said Pablo Arenas, associate dean of the College of Science at the University of Texas-El Paso. "We need more diversity in the scientific community. If we don't train minorities in the sciences, we are going to be in trouble."

Michael E. Rosman, general counsel for the Washington-based Center for Individual Rights, disagrees. "Underrepresentation in those fields is not a problem in and of itself as long as the women and minorities in those fields have opportunities to achieve," Rosman said.

Rosman believes that the changes considered by the N.S.F. would be positive. His organization, a conservative public interest law firm, believes that the "government should not discriminate [against anyone] on the basis of race."

"The changes would give broader opportunity to people who have been excluded due to race," Rosman said. His organization is representing a white, middle-school student who is suing Texas A&M University for denying her admission to a summer science camp for minority students sponsored by the N.S.F. Upon denying her entry into the program, Texas A&M officials told the student, who attends an inner-city school with a predominantly minority student population, that they were simply following N.S.F. guidelines calling for participants to be "underrepresented minority students." School officials have since eliminated racial restrictions on the program, and Rosman said that negotiations are under way to get the N.S.F. to drop racial restrictions on all summer science camps.

N.S.F. officials say that the changes being considered would reach a broader range of students whose educational needs in science or math are not being met. Moreover, some of those students lack the opportunity to pursue science or math degrees and careers for reasons not limited to race, ethnicity, and gender.

One possible approach to reaching these so-called "educationally or economically deprived students" would replace all gender- and race-specific eligibility criteria with requirements that recipients be underserved or financially needy. The idea might gain ground since even President Clinton has expressed a preference for affirmative action programs based on economic need. "I want us to emphasize need-based programs where we can because they work better and have a bigger impact and generate broader [public] support," said Clinton.

But, Sandra del Valle, associate counsel for the Puerto Rican Legal Defense and Educational Fund in New York, said that efforts to base such programs on socioeconomic need could be very divisive. "It sets up poor whites against poor minorities," said del Valle.

The Road Less Traveled:

Black Women Presidents of Universities and Colleges

by Michelle Adam

The news hit the front page of the *New York Times* in late September. Dr. Ruth Simmons was inaugurated as the first Black female president of one of the most prestigious women's colleges, Smith College. The media bombarded her office, a sad commentary about how seldom Black women are selected to lead universities. Although Simmons is now the first Black woman to lead an elite university, 39 other Black women presidents and chancellors of universities throughout the country have been setting a new tone in leadership as well. Five of these women were interviewed by the *Hispanic Outlook* in an effort to understand the bold steps they took in overcoming their own memories of segregation and inequality.

To understand the road that these women have traveled, it is necessary to reflect on how the journey began. Only 50 years ago, American education was sorely divided along racial lines. Almost all grade school Black children attended segregated schools, and virtually all Black professors taught at Black institutions. The 1954 Brown vs. Board of Education Supreme Court decision, which ruled that segregation unconstitutional, and the Civil Rights Act of 1964 were the first steps enacted to bring equality and opportunity to Blacks as well as to women. In 1962 the first Black person, James H. Meredith, attended a white public university, and the number of women attending universities nearly tripled in the same decade.

Progress for Black women in leadership positions at universities has been slow but incremental. Ten years ago only nine Black women served as presidents of historically white institutions, and just 20 years ago Dr. Mary Frances Berry was the first Black woman to lead a major research institution, the University of Colorado at Boulder. Like their predecessors, today's Black women presidents and chancellors are helping to pave the way to a new social reality. They are individuals with vision, determination, and stories about bridging the practices of the past and present with hopes of a more inclusive and richer education for tomorrow's students.

A Model of Perseverance

Dr. Eleanor Smith, chancellor of the University of Wisconsin-Parkside, remembers growing up to separate water fountains and signs reading "No Negroes Allowed." Because of the color of her skin, she was denied participation in dances, music performances, and drama shows in high school, was blatantly turned down from her first teaching job interview, and was accused of stealing in college. Her graduate advisor also cautioned her against setting goals and going to graduate school because she was expected to "just have children."

Eleanor J. Smith, chancellor

University of Wisconsin-Parkside, Apr. 1994 to present

B.A., Capital University; M.Ed., Ohio State University; Ph.D., Union Institute

"The discrimination was very blatant," said Smith, who attended predominantly white schools. "They didn't expect me to want to do what others are doing."

Smith could have carried resentment over the unfounded judgments, but instead she focused on becoming an educated, successful woman. "I couldn't allow the negative experiences to deter me," she said. Education was first and foremost in her family, and any accusations against white teachers were unacceptable in her household. "If I used racism as an excuse, I would never be where I am," said Smith. She learned the importance of perseverance and vision from her parents and from role models like Charlotte Hawkins Brown, who opened her own Black school in heavily segregated North Carolina in 1902. "Our chronicles are full of women who have done things under tremendous odds," said Smith.

> ***"If I used racism as an excuse, I would never be where I am."***
> ***Dr. Eleanor Smith***

Extremely shy and introverted growing up among whites, she developed a sense of identity and self-confidence over the years. "It's been a long journey for me to discover my positive self-image," said Smith. She used to count to 10 and force herself to open doors to interviews, scared of the prejudice she would face on the other side. And only during her doctoral studies in African-American history did she truly become educated in Black history and learn from supportive Black role models. "It opened up a whole new, exciting world to me," said Smith.

She stressed that today's Black students should develop their identity before trying to combat the problems of racism. "I don't think students should change the conditions while they are working on themselves," she said. "I refuse to allow these 'isms' to determine what my agenda is going to be." Unlike earlier in life, when she thought she had to carry the entire Black race on her shoulders, she now focuses her energies on giving the gift of inquiry and learning, and on promoting a diverse campus community. "I see no limitations to what I can do," said Smith. "I am the captain of my ship."

Beating the Odds

Chancellor Hilda Richards of Indiana University in Gary, Ind., can be described in a similar fashion. From early on, she fought racism and discrimination straight on and learned how to turn negative expectations into challenges to disprove stereotypes.

"You never let them tell you you will not be successful," said Richards, who received her doctorate in education in 1976 after being told she wasn't Ph.D. material. During this time, she also created a nursing program and campus at Medgar Evers College in Brooklyn in 1971 and then became associate dean of academic affairs there five years later.

Hilda Richards, chancellor

Indiana University Northwest, July 1993-present

B.S., Hunter College; M.P.A., New York University; M.Ed. and Ed.D., Columbia University

"I always knew I was Black. People made sure I knew it," said Richards. "That caused me to really develop my strengths."

Richards is the first Black chancellor in Indiana University's 175 years, despite Gary's 85 percent Black population. "People in this city never thought it would happen," said Richards. Most of the Black students, who make up 23 percent of the campus, separate themselves from the white students, she said. And when she became chancellor, whites expressed concern that the campus would turn Black overnight, while Black students thought she had become an "oreo," explained Richards.

Since her inauguration, she has promoted dialogue on diversity and multiculturalism and is working to strengthen the university's relationship to its community. "Part of the mandate in higher education is to help people live more comfortably in a multicultural world," said Richards.

All too often, however, Richards has witnessed both whites and Blacks failing to recognize Black people in successful roles. As chancellor, Richards was mistaken by a white man for a maid and then mistaken by a Black man for a janitor. "We have problems seeing ourselves in successful roles," she said. Although Richards agrees that mandates like affirmative action have helped her and others like herself gain access to opportunities unavailable earlier, many administrators are doubtful of a Black woman's leadership abilities. "It's still hard for people to believe you can be Black and female and competent," said Richards. She said it is hard for others to realize that she doesn't want to get rid of whites, that multiculturalism means inclusion, and that she wants to get the job done. "My agenda has to do with how we are going to get along together in this world."

> ***"I always knew I was Black. People made sure I knew it. That caused me to really develop my strengths."***
> ***Dr. Hilda Richards***

Carrying out a Tradition of Activism

Civil rights litigation of the '60s was the first attempt to develop a more racially inclusive society. Yolanda Moses, the first woman president of City College in New York, was one of many who believed that changing the laws in the '60s would improve race relations. However, as president of one of the most diverse campuses in the country, she has learned that it's much harder to change race relations than she had thought. "We need to change the way we feel about differences," said Moses. "We need to look at what it is that keeps us from reaching out to our brothers and sisters."

For 150 years, City College has attracted a mixed immigrant and poor population, but many students come from segregated communities and don't know how to handle diversity, said Moses. "We use the classroom to explore diversity and look for common ground," she said. As an anthropology professor, Moses has learned how to relate to white students as well as to students of other varying backgrounds. She is a recognized expert on cultural diversity and has built her leadership on this foundation.

Moses was the first in her family to go to college. There was never a doubt in her family's mind that she would attain higher education. Her mother dropped out of college, despite a full paid scholarship, because she couldn't afford her train fare to school. Moses' parents moved to California after World War II to find jobs, and there they became social activists.

"I knew early on that there were social injustices," said Moses. "I knew, though, that I would never demand that others make my life better."

Programs of the '60s, including those sponsored by the Ford Foundation and

Yolanda Moses, president
City College of New York/CUNY.
Aug. 1993 to present
B.S., California State College; M.S. and Ph.D., University of California at Riverside

the American Council on Education (ACE), supported women like Moses and inspired them to aim for positions in higher education administration. ACE's National Identification Program created networks and identification systems to advance women into leadership positions. Although more women than men have received bachelor's degrees since the mid-sixties and been awarded master's degrees in numbers equivalent to those earned by men, women comprise only 16 percent of university leaders. At historically Black universities, the disparity between men and women is even greater.

Leading a Predominantly White University

Chancellor Gladys Styles Johnston of the University of Nebraska at Kearney became the first minority to lead a university in her state. She was selected based on her credentials, and in spite of the fact that her university is predominantly white. "I just set out to do the best I could in whatever I did," she said. Johnston, who applauds affirmative action programs and other women who paved the way for her, said most people have not experienced working for a woman or a minority. "It's an uncertainty of the unknown, and the unknown is gender," she said. The nature of prejudice, she added, also stems from the unknown. That is why, Johnston says, she always had to work twice as hard to be successful. "I always felt that I could never be average," she said.

Gladys Styles Johnston, chancellor
University of Nebraska at Kearny.
Aug. 1993 to present
B.S., Cheyney University of Pennsylvania; master's in educational administration, Temple University; Ph.D., Cornell University

Johnston feels a responsibility to give back to the community that supported her while she was growing up. Early on, she attended segregated schools and had positive role models who pushed her on to college. "I wasn't a number," said Johnston. "We all supported one another to make this a reality."

A Strong Sense of Values

President Marvelene Hughes of California State University at Stanislaus also attended predominantly Black schools. She has high praise for the education she received even though most of the books she used in class were handed down from white schools. Hughes' values and sense of identity were protected in school and at home, helping build her foundation for unlimited possibilities.

"I have lived my life according to the principles established by my family—that I should strive to be competent, ethical, and competitive," said Hughes. She recalls being pulled away by her family from "White Only" water fountains in Alabama as an attempt to protect her from racism. And she now realizes how important studying "Negro" history was at the time, since it helped to develop her identity and place in society. "I never had an attitude that I was subservient," she said.

Marvelene Hughes, president
California State University at Stanislaus.
Aug. 1994 to present
Ph.D., Florida State University; post-doctoral studies, Harvard University and University of California at San Diego

Hughes has been sought after for her expertise in conflict resolution. She facilitated a world peace conference in Vienna, Austria, and helped mobilize Blacks into universities in South Africa. Hughes is currently working with Yasar Arafat to establish the first Arab-American University in Jenin, Jordan. "Education is global," she explains. "If you want to create a good university, you cannot think inwardly exclusively."

Hughes charges universities with the responsibility of expanding the understanding and acceptance of diversity. "If we do not teach understanding and tolerance of differences, then we don't develop the liberalism of mind that is the responsibility of education to create," she said.

She realizes, however, that "we have not yet achieved the mecca we have strived for" in education. But Hughes and a new generation of Black women leaders of universities are working to create this multicultural mecca where the untapped diversity of ideas becomes a foundation for rich learning.

Epilogue

"This is an exciting and challenging time," said Chancellor Eleanor Smith of Wisconsin at Parkside. Her comments reflect the mindset of all the women who were interviewed. They realize that we must move beyond the conditions and challenges that multiculturalism has created and start building new roads that capitalize on the diversity of our nation.

Fighting Stereotype Anxiety

by Jana Rivera

Why do Blacks score lower on standardized tests such as the SAT, and why does the college drop-out rate for Blacks far exceed that of other students? The answers from experts have ranged from cultural differences to inherent intellectual inferiority to ill-prepared Black college students admitted to fill affirmative action quotas. Claude M. Steele, a psychology professor at Stanford University, has a different explanation—stereotype vulnerability.

After seven years of laboratory research at Stanford, Steele and colleague Joshua Aronson found that Black students do indeed score as high as white students on standardized tests, once the threat of fulfilling the negative stereotype is removed from the test-taking situation.

For example, Steele gave two groups, each made up of Black and white Stanford undergraduates, a test composed of difficult verbal skills questions from the Graduate Record Exam. The first group was told the test was simply a laboratory problem-solving task, while the second group was told the test would measure their intellectual abilities and limitations. White students performed equally in both groups. Black students in the first group performed equally with white students; however, the Black students who believed that their intellectual abilities and limitations were about to be judged performed considerably lower than did all other students.

Steele found similar results when he gave identical tests to two groups with one simple difference. One group was asked before the test to fill out a demographic form that asked them to list their race, and the other group was not given the form. The Black students who filled out the form scored considerably lower than did the Black students in the other group, who scored as well as did the white students. The white students scored equally in both groups.

> ***"There is a significant erroneous myth that affirmative action has caused schools to reach way below the minimum requirements in order to bring in minorities. Not true. Absolutely not true."***
>
> ***Claude M. Steele,***
> ***professor,***
> ***Stanford University***

Steele believes that stereotype vulnerability doesn't stop with the entrance exam but follows Black students throughout their college careers and contributes to the high African-American drop-out rate. He talked about this and the steps colleges and universities must take to change the minority college experience in a recent interview.

HO: "What is 'stereotype vulnerability'?"

CS: "We are calling it 'stereotype threat' now, as opposed to simply 'stereotype vulnerability.' It is really a threat from the environment, from the situation, as much as or more than something internalized in a person. 'Vulnerability' implies more internalization. 'Stereotype threat' locates the source in the situation as opposed to the internal psychology of the person. Stereotype threat is an immediate situational pressure that one could be judged or treated stereotypically, or that one might do something that would confirm the stereotype as self-characteristic."

HO: "Some might argue that the reason Black students don't do as well in college and the reason for their comparatively high drop-out rate is that they are simply not prepared for college. What is your response to this view?"

CS: "It's not true in America. Very few minority students—Black, Hispanic, or otherwise—are admitted to any school with qualifications below the admission criteria for other students."

HO: "Isn't that contrary to popular belief?"

CS: "Yes. There is a significant erroneous myth that affirmative action has caused schools to reach way below the minimum requirements in order to bring in minorities. Not true. Absolutely not true. The average SATs for Hispanics at Berkeley versus the average SATs for whites indicate a probable gap of 150 points. The gap exists because there are probably fewer Hispanics in the very top regions of the SAT. However, Berkeley is not letting in minority students—Black, Hispanic or otherwise—beneath the criteria for which whites are admitted. For every Hispanic student on any college campus, there are probably several other white students with exactly the same credentials. That is a very big point to make. They are not underprepared, and they have the skills to succeed in that environment.

"What is further dampening their performance is the stereotype that we are examining in our research, and we think there are several factors involved. Stereotype threat is one, and sort of a broad climate of stereotyping them and stereotypical treatment of them also can depress their performance."

HO: "If minority students are capable and know that they are capable, why don't they simply out-perform the stereotype, the expectation?"

CS: "I think many do, but you have to be aware of what they are up against when we ask them to do that. They are dealing with an extra burden. Any frustration they have that fits the stereotype causes anxiety and discouragement. It is an anxiety and a discouragement that non-stereotyped students—let's say white students—don't have to deal with. Even in a school where Hispanics and Blacks are treated scrupulously equally by the teachers, they still have hanging over their heads a suspicion about their abilities. And that suspicion has real psychological meaning and effect on them. It means that any time they experience frustration, it could be confirming a deeper perceived inability, something that's alleged in the stereotype. Therefore, it makes any frustration much more emotionally upsetting and disruptive. Sometimes in an effort to overcome that, they almost overdo it, which can interfere with performance.

"I think that's what happens in our research on standardized test performance. The Black students are trying too hard. They are second-guessing themselves and they've lost their confidence—the confidence they need to go through the test in an unself-conscious way. That state of mind interferes with their performance, and then they are frustrated by the fact that they didn't score as well. It's a vicious cycle.

"These are hidden but very, very powerful barriers to performing, and unless we realize them and how they work, it is going to be fruitless and frustrating to demand that these students just overcome it all by themselves."

HO: "Is the added burden of proof similar to any other test anxiety?"

CS: "Yes, except it is selectively focused on certain groups that are ability-stigmatized in our society. Women are ability-stigmatized in math [Steele's research has included women in the field of mathematics with similar results]; Blacks are, pretty much across the board; and some Hispanic groups are ability-stigmatized, as well as some poor people from Appalachia. Whenever these people are in an American school classroom, from kindergarten to graduate school, they are dealing with a suspicion of their abilities. And when they get frustrated and they are already under suspicion, it sort of compounds the effect of that frustration. That's the extra burden they have to deal with."

HO: "Your research has not included Hispanic students, but would you expect similar outcomes with Hispanics in stereotype-threat situations?"

CS: "At the outset, I would. I think it is true in some situations where Hispanic identity is associated with negative ability stereotypes. I would think that identity might produce some of the same effects we are seeing in Black students. But, of course, there are situations in this country where Hispanic identity is not associated with low ability; therefore similar effects would not be expected."

HO: "You've written that university minority-support programs might reinforce negative stereotypes. What do you mean by that?"

CS: "Some of them do. If they link minority identity on a college campus with the need for intellectual remediation, then the institution is now reaffirming the negative stereotype about their ability that already exists. When you asked me earlier, 'are Black students underprepared?' most people assume that they are and therefore give them these remediation programs that are designed to overcome the underpreparedness. With very good intentions, the institutions, in effect, reaffirm these stereotypes by initiating these programs.

"As the students function in that kind of remediation context, any failure they have confirms an inability that must be so great as to be beyond the reach of such a program. So it becomes a devastating framework in which to go to school. And it sort of reinforces the stereotype interpretation of frustration and failure and makes the burden I'm talking about all the greater."

HO: "But aren't most minority programs on American college campuses based on remediation?"

CS: "Yes, they are. That's why we began a special program in Michigan, to show that if you geared it in just the opposite direction, you could motivate students to work. [Steele set up a racially integrated pilot program at the University of Michigan where students attend challenging workshops in addition to regular classes. The result has been a higher GPA and a reduced drop-out rate for Black students involved in the program.] If you really challenge these students, even when they come in with some preparational

"If you really challenge these students, even when they come in with some preparational disadvantages, you affirm their potential to learn."

Claude M. Steele, professor, Stanford University

disadvantages, you affirm their potential to learn. You say, 'Wherever your skills are right now, we believe in your potential to learn here, and to show you that, we are going to take you at a very challenging pace.' And, people rise to that.

"The challenge approach does two things for students. It tells them that you believe in their ability, and it frames their work so that when they fail, it is not as much a reflection on them as it is on the demanding nature of the work. If I fail and you've given me very challenging work, I can say, 'Well, it's not me; the work is really hard.' And that kind of protects me from this stereotype interpretation that is out there. I get credit for the success I achieve.

"It's a philosophy shift that I think would make all the difference, or a huge difference, in the outcome of the minority students."

HO: "Is this what institutions need to be thinking about? Removing the burden of proof of the ability to perform that minority students are under?"

CS: "I think so. Colleges and universities need to treat these students honorifically, not as obligations to fairness in affirmative action but as individuals admitted because of their potential to succeed. Treat them that way and demand a lot out of them. You'll get a very different kind of response."

HO: "You've said that 'it is easier to alter the social-psychological context of schooling than it is to alter personalities,' but how easy will it be for institutions to implement programs to challenge minority students?"

CS: "It is very easy in that remediation programs require counselors, special sections of courses, financial aid, lounges, and all kinds of things. It isn't more expensive to reallocate those same resources or some portion of those resources to provide academic challenges to those students. There are a number of programs in the country that do that, and all of them seem to work well.

"Georgia Tech [Georgia Institute of Technology], for example, has a very successful program for minority students who are beginning engineering graduate school. It is a summer boot camp, held the summer before school starts, where they are given demanding work. It has a significant impact on their performance.

"Uri Treisman [formerly a UC-Berkeley calculus professor, now at the University of Texas] is a person who has achieved dramatic effects with challenging material. Treisman does at the college level what Jaime Escalantis did at the high school level. Escalantis, I think, is a good model for this because his formula is challenge. He has an excellent relationship with his students, sets high goals, and really challenges them to achieve on their placement exams."

HO: "Are you beginning yet to see a shift in the structure of minority programs at universities?"

CS: "I'd like to see a shift. I think there is greater awareness now that the remediation approach is not effective, and I'm glad to see that. Universities are beginning to rethink things."

HO: "Taking stereotype threat into account, can colleges and universities rely on standardized test results for admission criteria?"

CS: "Standardized tests are overrated. Some schools, like Brown, don't even use them. I'm not altogether against tests because I believe that with certain changes in schooling, we would find that minority students would score quite well. When that happens, we will be rid of the stereotypes about their ability. I'm not philosophically opposed to tests, but they must be interpreted correctly. As I have stated before, I think minorities have an extra burden as far as taking tests is concerned that other students don't have, and that has to be understood. There are alternative strategies, including giving more weight to grade point averages and the other dimensions of the application. Letters of recommendation and activities, for example, provide so much information that is important to the admissions process."

HO: "Do you support affirmative action?"

CS: "Yes. I do think that the program in Michigan, and other programs that have challenge as their focus, make an important point in that they all work within the context of affirmative action. That is not evidence that supports affirmative action, but it is evidence that demonstrates that minority students can truly achieve well within the context of affirmative action."

Armando Sánchez

Maestro of *El Son*

by Roger Dietz

Listen to the rhythm of Latin music, and you just might hear the beat of its African roots. No musician exemplifies the connections between the two cultures better than does Armando Sánchez, master of *el son*, Cuba's indigenous music of African origin. *Son* is a song and dance music that gave rise to salsa and helped change the sound of a host of popular, syncopated musical styles.

Sánchez, a conga player and leader of the band *Son de la Loma*, whose album *Y sigue la cosa* was named a "best album of the year" by ***Billboard*** magazine, is one of the foremost exponents of Afro-Cuban music. He was featured in the PBS documentary special ***Routes of Rhythm*** and was honored recently at Cooper Union in New York City for his life's work when he was inducted into City Lore's "People's Hall of Fame" for 1995. It is a distinction that brought tears to his eyes during his acceptance speech, and it capped a career that took Sánchez on a musical odyssey from Cuba to New York City, where he became the undisputed reigning patron of today's progressive Latin musical styles.

Born in Cuba in 1920 in el barrio Colon, known as "the heart of Havana," Sánchez grew up hearing the best of Cuba's music. There he knew the most influential of the nation's leading music personalities, including Chano Pozo and the great Afro-Cuban musician Mario Bauza, who lived across the street from the Sánchez family.

Sánchez's father was a popular singer, who also toured the world as a dance team with Armando's mother. His sister was an actress. Through his family contacts, Sánchez, the oldest of twelve children, had access to all of Cuba's major artists and their music.

Sánchez recalls that he started his first band when he was about eight years old. It was composed of children, the oldest being ten years of age. One year later the boy was playing traditional music as a professional in Cuban big bands. After the revolution in 1933, Sánchez formed his own big band called Savoy, named for the popular Manhattan hot spot of that era.

In 1945, Sánchez made his way to New York and Chicago. As a Black Cuban, he had known "institutional racism" in Cuba—discrimination against him and his "gutter music." It bothered him greatly because, as he says, "Cuba was my own country; the music I played was the music of Cuba's own people." He says that he was more comfortable in the United States even with the problems he found because it was, after all, "not his own homeland."

In America, Sánchez formed this country's first *charanga* band in 1956 by shrewdly returning home and collecting for export the best of Cuba's musicians, the real Cuban stars. The *charanga* took off in great popularity in the States, and Sánchez's group played the prestigious Palladium in New York.

Armando Sánchez

An even bigger influence on popular music came in the 1970s, when Sánchez formed his group *Son de la Loma*. He had a burning desire to return to playing *son*— "the music of the common people, the working class people of Cuba." The lively rhythm of *son* in turn sparked a resurgence in the popularity of Latin music. It formed a vital link between African and Cuban music to give rise to contemporary salsa. Sánchez began an interview with *Hispanic Outlook* by sharing the history of *son*.

"*Son* is the people's music of Cuba," says Sánchez. "It's the true expression of the Afro-Cuban people's history and life, and it is a product of their socio-economic environment.

"The roots of the music can be traced to Oriente province in Cuba, where many people of diverse African origins and cultures came to live, to sing, and to dance. The rhythmic patterns are taken from the culture and the religious music of their African ancestry.

"In the 1800s the mountains of this region were home to *changui*, a music strongly rooted in the African traditions of escaped slaves. The African ritual hymns form a basis for this music. The descendants of the people from this region brought the music to Havana where they migrated to seek work. In Havana the music mixed with other musical styles of African and Spanish derivation to create the dynamic Afro-Cuban music known as *son*."

HO: "Was the music closely linked to tribal Africa?"

AS: "Yes. In the *son* music there are four representations of natural or cosmic forces. For the first two, there are references to the sacrifice of a goat. We have the spiritual realm, or energy, which is symbolized by the blood of a goat. Then there is the animal realm, symbolized by the skin of the goat. It is this skin that covers the conga drum. The vegetable realm is represented by the root of the tree from which the drum was made, and then there is iron, known in Africa, that was melted to eventually become the cow bell.

"*Son* was a working-class music, an Afro-Cuban music. It was often looked down on by the highbrows. Anyway, by the 1920s, *son* took hold as the most popular music and dance form of the nation of Cuba. Not only that; its infectious beat quickly spread throughout the Caribbean islands and beyond. Other popular forms—such as mambo, tango, and chachacha—grew out of *son*."

HO: "Did its popularity end discrimination against the music?"

AS: "No. Not really. At that time in Cuba, everything that was identified with the African culture was taboo. At one point, it was prohibited to play this music, and *son* was called 'obscene' by the authorities.

"There were other problems. After the First World War, Havana developed a booming night life. Most of the patrons were rich tourists and upper-class white Cubans. When we tried to play *son* in the clubs, the white patrons could not understand the African rhythms. We had to change the music to fit the situation.

"We had to be careful. The club owners were the people who would hire the musicians and the bands. We needed the work, so we learned to adjust—to 'whiten up' our music, so to speak."

HO: "What did Americans think of this son?"

AS: "Oddly enough, in America, I found there was more openness to this dynamic Afro-Cuban music. Even down South in Memphis, Tennessee, in 1950, people accepted the music...and they accepted me! So, in America, I never complained."

HO: "Your instrument is the conga drum. Tell us how you came to play the instrument."

AS: "The conga drum is a Cuban instrument, but it comes from the huge drum used in the Congo. I learned to play by instinct. You might say that I was born with a drum in my hand and was greatly influenced by many of the traditional musicians I heard in my neighborhood in Havana. But as far as *son* is concerned, it was Arsenio Rodriguez, one of Cuba's great musicians, who introduced the conga into *son* band music.

"As I said, there was much pressure to suppress *son* in Cuba. Fortunately, through the work of Arsenio Rodriguez, *son* was preserved in the 1930s, and Latin music was brought back to its African roots. Rodriguez was dedicated to *son* and its important place in Cuban culture. He helped to keep the music alive. It is little known, but he also is responsible for introducing the mambo—another term of African origin."

> ***"In America, I found there was more openness to this dynamic Afro-Cuban music. Even down South...in 1950, people accepted the music and they accepted me!"***
>
> ***Armando Sánchez, musician***

Armando Sánchez y su conjuto Son de la Loma

HO: "Do you find a denial by Latin people about the African influence in their music?"

AS: "Less so now. People are getting more interested in the roots, the origins of their music. It took a long time to happen, and there was a denial, but now that has changed. The only thing I ask is that people be aware of the African roots of the many Latin musics they listen to. How can you compare polyester to worsted wool? *Son* is the genuine article, the real thing!"

Hispanic Enrollment Grows at Black Colleges

by Jennifer Kossack

Buried in the mountain of higher education enrollment statistics that are issued and analyzed each year is a surprising development: the number of Hispanics enrolled at historically Black colleges and universities (HBCUs) is on the rise.

Although they still represent a small percentage of the total student body, the Latino population at these institutions has been steadily increasing. According to statistics provided by the American Council on Education's Office of Minorities in Higher Education, Hispanic enrollment at HBCUs has grown from 1,560 students in 1984 to 5,021 in 1993.

While the number of degrees received by Hispanics graduating from HBCUs has fluctuated somewhat over the last decade, it is clear that Latino members of the Class of 1992 received more bachelor's, master's, doctoral, and first-professional degrees from HBCUs than did their counterparts in the Class of 1983. For example, in 1983, 108 Hispanics attending HBCUs received bachelor's degrees, compared with 149 in 1991-92. Similarly, the number of master's degrees increased from 31 in 1982-83 to 44 in 1991-92.

Jacob Ortiz, assistant to the president for external affairs at Howard University, has witnessed the trend toward increasing Hispanic enrollment first hand. In the past two years in particular, Ortiz has watched the number of Howard's Hispanic students increase. In 1995, 98 Hispanics graduated from Howard's graduate and undergraduate programs combined. This year, enrollment has grown to 115.

Left to Right: Catherine Guzman, Charlotte Griley, Olga Casanova, Nikkisha Frederick

Asked for his insight into the trend, Ortiz said, "My observation is that there is a natural link between African Americans and Latinos from urban settings. Here in D.C., we have a large Latino population, but many have just arrived in the states. There is a cultural gap. The Latinos in New York have been here longer and have had the experience of living among African Americans. There's a natural kinship." Ortiz dubbed the experience "cultural urban commonality."

"We've not yet been able to launch an aggressive recruitment campaign for Latinos," Ortiz pointed out, noting that he hopes to set a strategy in motion in the near future. He also noted that the number of Asian students has been increasing at Howard. "Howard University's reputation draws attention from students all over the country," he stated.

The move to expand recruitment activities is in keeping with the university's mission statement, Ortiz explained. "While predominantly African-American, Howard is also intended for the historically disenfranchised. Among the first graduates were four white women."

Ortiz maintains that it is important that Latinos see Howard as a viable source of education because the university offers students an opportunity to strengthen themselves academically in an environment where they share common experiences with their classmates. In addition to courting Hispanic students, Ortiz has also set his sights on recruiting Latino faculty and establishing a Latino student association to provide support for Hispanics at Howard.

Nereida Gonzalez, a justice administration major at Howard, says she looked into an historically Black university at the encouragement of her African-American stepfather. While she did entertain the possibility of attending an HBCU, Gonzalez began her undergraduate work at Baruch, part of the City University of New York system. Although she found the school minority oriented, Gonzalez did a great deal of soul searching and later transferred to Howard.

"I have mixed feelings," Gonzalez said of her change of venue. "I encountered a lot of racism and prejudice. People didn't realize I was Hispanic until they heard my full name. Some of the students rejected me.

"In the beginning I was very defensive," Gonzalez explained, describing her feelings of isolation during the first semester at Howard. Her associations with more open-minded students, she said, have eroded the barriers she first encountered.

"I don't look Hispanic," Gonzalez commented. "It's an educational process." Adding that one of her classmates from Georgia had never seen a Puerto Rican before, Gonzalez said, "It was a learning process for her—what was politically correct to call me and what was offensive."

"New York City is a mosaic of cultures and ethnicities," Gonzalez added. "There, people were more open to accepting me as one of their own." At Howard, she said, she has tended to cling to students from major cities and supportive staff members. "I tend to seek out people like Mr. Ortiz, other Hispanics, and open-minded African Americans."

Not all Hispanics are able to adjust to the campus environment. Commenting on a friend's decision to leave Howard, Gonzalez stated, "Her mistake was that she thought it would be like New York."

Gonzalez said she has informally taken on a role of cultural professor. While tutoring four students in Spanish, Gonzalez covers cultural as well as linguistic topics. "Hispanics are very similar to African Americans," she said, "except for the language barrier. Once you break that barrier, the struggles are the same."

"Hispanics are very similar to African Americans except for the language barrier. Once you break that barrier, the struggles are the same."

Nereida Gonzalez,
student,
Howard University

"I think it's important that we support Black colleges," she added, "and that we look into institutions that serve our best interests as minorities." Gonzalez noted that Howard's professors take a personal interest in their students. "Here they care if they lose you." She also commented, "We need to get more Hispanics here. We're not going to school like we should be."

Roberto Ramos, a philosophy/sociology major at Howard, sees the experience as an invitation for dialogue. When people ask him, "What are you?" or "What are you mixed with?" Ramos, whose parents are from Ecuador and Puerto Rico, sees it as an opportunity to talk about how others determine what a person "is" based on factors such as nationality or race. The attitude he tries to convey to his Black classmates is that "I have my own pain and it's just like yours because I'm just like you, but *hablo Español*," Ramos added.

Ramos also attended the recent Million Man March, asserting that the need for the event was to show that people can stand together. "Society has vaguely tried to some degree to overcome the racist attitude, but it has only succeeded in covering it up," he says. "It's still there....The racism exists. It will never be extinguished unless it's dealt with."

At Bethune Cookman College, an HBCU located in Daytona Beach, Fla., students Kathryn Guzman, Olga Casanova, Charlotte Griley, and Nikkisha Frederick concurred that their experience has been positive and race has not been an issue in developing friendships.

Guzman, a first-year student majoring in mass communications, finds her classmates interested and accepting. "If anything, people try to speak Spanish with you," said Guzman. "They like to learn about other people's cultures. It's about education." Guzman also noted that she believes a minority-oriented college offers more support to Hispanics than does a predominantly white college. "I'd love to see more Hispanics come here," she commented.

Agreeing that she would like to see more Hispanics at Bethune Cookman, Griley, a sophomore hospitality management major, pointed to the opportunities available at the college. "There are more scholarships here for Latin people," she commented, further noting that the classes are small enough to allow professors to give students individual attention.

"One of the strong points of Bethune Cookman, especially for incoming first-year students, is the tutorial classes," Nikkisha Frederick said of the college's support system. "I think that at this school, more than at any other, they try to help you get the grades. They help you learn and get that GPA up. I think that our main thing is education," the first-year criminal justice major added.

Olga Casanova agreed. After she experienced a serious accident last year, Casanova found that her professors were solicitous about her ability to maintain her "A" average. With a combination of hard work and the concern and assistance of several professors, she was able to get through the ordeal and maintain her average. She is currently a junior majoring in nursing.

"I do recommend this school," Casanova added. "As minorities, we need to support our Black colleges." Bethune Cookman also came highly recommended to Casanova by her family. "My father graduated from this college in 1955," she explained.

When asked if she would also recommend an historically Black college or university to Hispanic students, Frederick answered, "It depends on your previous experience. If you grew up around only Hispanics or whites, it might be different than if you were raised in a more diverse environment."

While statistics and trends might pique analysts' interest, no one can predict with absolute certainty whether Hispanic enrollment at the nation's HBCUs will continue to increase. However, Jacob Ortiz issued the following prediction: "Ten by ten we'll bring them in."

Dr. Harry B. Dunbar,

A Scholarly Gentleman

by Amelia Duggan

Anyone who has had the pleasure of knowing or working with Dr. Harry Dunbar knows that he epitomizes the ideas of the gentleman and the scholar. Dunbar is a man who can be characterized by one simple term—excellence.

In his recent memoir, *A Brother Like Me*, Dunbar recounts his life experiences as a youth, as a soldier during World War II, and as an academician. He shares his views on racism and his personal struggle to combat it.

Dunbar is the son of Jamaican immigrants. Born in Mineola on Long Island, he grew up moving from one suburban New York community to another as his father accepted pastorships at local church congregations. He identifies with retired Gen. Colin Powell, who shares a similar heritage, and looks to him as an important role model and leader for the future.

During each stage of his life—student, soldier, scholar—Dunbar experienced racism. The intensity of the racism grew as Dunbar made his mark in the world.

Rite of Passage

The U.S. Army can best be credited for providing Dunbar with his "wake-up call" to the real world of racism. In essence, his experience served as a rite of passage to adulthood as he became vividly aware of the injustices imposed upon Black people.

In the Army, Dunbar had his first experience with enforced racial segregation. He also witnessed what he called a blatantly inappropriate and racist discipline of a Black officer by his superior.

"I can remember watching the unjust treatment of this Black officer," said Dunbar. "I can see the humiliation of this man as he carried out his own punishment. He was ordered to dig an enormous hole in front of the command post. Though the hole served no purpose, he completed the order. They never did that to a white officer. I empathized with him and remember my feeling of outrage. It's an impression I will never forget."

TITLE: [illegible]

INSTITUTION: [illegible]

A PROUD MOMENT: [illegible]

A QUOTABLE QUOTE: [illegible]

MILITARY EXPERIENCE: [illegible]

EDUCATIONAL BACKGROUND: [illegible]

Rising to the Challenge

Dunbar believes that pursuing higher education and focusing on one's goals is the best way to combat racism. He is a man committed to the concept of lifelong learning. He continued his education and earned a doctorate in French language and literature from New York University. He has taught at a variety of institutions, including Rust College in Mississippi, Paul Laurence Dunbar Junior College in Arkansas, and New York City Community College.

To help promote higher education opportunities for Black students in New York, Dunbar founded the Eta Chi Lambda chapter of Alpha Phi Alpha, the only Black fraternity chartered in Rockland County. The chapter annually awards scholarships to Black males to encourage them to go on to college. Dunbar also remains a lifetime member of the NAACP.

"I have always considered it a personal responsibility to help advance the interests of Black people in my community and, as an educator, to lend my effort to improving the achievement of Black students particularly," said Dunbar. "I believe that Eta Chi Lambda was a catalyst that precipitated the increase in the number of Black males considering college."

The Twilight Years

Dunbar often refers to his years at Bergen Community College, in Paramus, N.J., as the "twilight years" of his career. Already retired from his

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position as dean of the division of liberal arts and sciences at New York City Community College. Dunbar came to Bergen as dean of the evening division in 1983. From the very beginning, it was clear that he would leave his personal stamp on the institution.

A man committed to high ideals and to affirmative action, Dunbar asserted his agenda for hiring a competent and diverse faculty at Bergen Community College. Under Dunbar's direction, Bergen Community College not only addressed the issue of diversity with regard to faculty but also extended his efforts to the administrative, professional, and supportive staffs of the college. As affirmative action officer, he recommended the implementation of search committees for all positions at the college—no matter the level.

"I made sure that the policy that was already in place had teeth," said Dunbar. "I briefed everyone who had the authority to make appointments for any position to ensure that the process was inclusive. Two of the appointments made at BCC as a result of my intervention as affirmative action officer are among the most satisfying personal achievements of my 34-year career in higher education."

Revered, admired, and respected by his colleagues and friends, Dunbar leaves a legacy of professionalism in his path that is difficult to follow.

Baring One's Soul

Colleagues describe Dunbar as the kind of man whom they can confide in. They also say that when presented with a problem, he will have the solution. One of his strengths is the ability to be non-judgmental yet provide insight that is invaluable. He offers a perspective that is both learned and contemporary in its view. A person always knows where he or she stands because of his great candor, according to faculty and administrators who spoke to *Outlook*.

Dunbar himself believes in a level playing field. He says that each individual deserves a chance at any opportunity—an easy rule to follow and yet one requiring great diligence.

In a recent interview, Dunbar showed his ability to instill great confidence in an individual. He establishes an immediate comfort level that eases the tension in the most difficult situations. His vast experience has left him well equipped to handle the most complex issues.

An Examined Life

Philosophers say that an unexamined life is not worth living. Dunbar has spent his life reviewing the choices made and the paths followed. Committed to taking the high road regardless of the challenge, he often reflects upon his life and times. He makes no apologies for his viewpoints and believes that writing his memoir provided a synthesis for determining his identity.

"I have concluded that I am as good as anyone else, that I can do whatever anyone else with the level of intelligence that I have can do, and that if I can but get the opportunity to try, I can achieve whatever anyone else can achieve, no matter what his race or ethnic background."

> ***"I have always considered it a personal responsibility to help advance the interests of Black people in my community."***
>
> ***Dr. Harry Dunbar, retired educator***

National Hispanic Scholarship Fund · Project 1000 · Financial Aid A to Z

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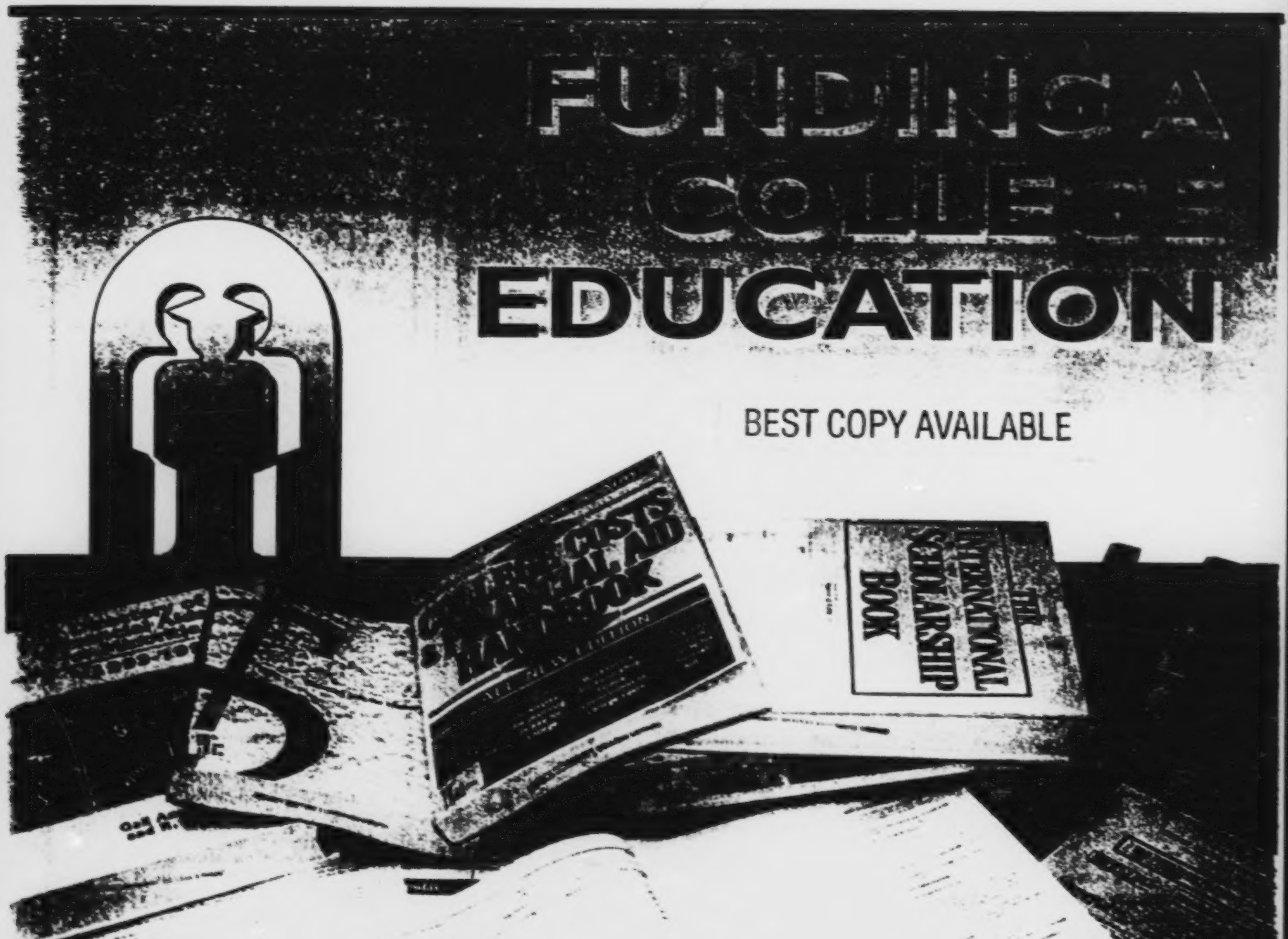
THE HISPANIC Outlook IN HIGHER EDUCATION

FUNDING A COLLEGE EDUCATION


THE INTERNATIONAL SCHOLARSHIP BOOK
COLLEGE COSTS & FINANCIAL AID HANDBOOK

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Cleveland, OH 44115

Application materials may also be faxed to 216/987-4799.

MINORITIES, WOMEN AND PERSONS WITH DISABILITIES ARE STRONGLY ENCOURAGED TO APPLY.

Standing in the Shadow

In your December 8, 1995 edition of the *Hispanic Outlook in Higher Education*, you noted in your national round-up on page five the ranking of doctoral programs. In reading the text it was indicated that the University of California-Berkeley and -Los Angeles faired very well in the ranking. While this is true, what your article did not mention was that the University of California-San Diego had fourteen departments in the top ten and, hence, was ranked even higher than UCLA. As a campus which is striving to become more known in the outside community, rankings such as this are very important. I would ask that in future editions, when data is available comparing all the campuses in the system, that notation is given to those campuses besides UC-Los Angeles and UC-Berkeley. This is especially true when other campuses produce higher numbers or rankings.

On page 11 in the curriculum section, another example of being excluded in the text comes to mind. The second paragraph goes on to describe which of the UC campuses offer programs in Ethnic Studies. It should be noted that UCSD has long had a master's degree in Latin American Studies and our Ethnic Studies recently received state-wide approval for a doctoral degree. The master's degree in Latin American Studies is housed in our Center for Iberian and Latin American Studies. I agree with the information provided in the article in general in that Ethnic Studies programs have become more popular nationally and this trend is likely to continue. I also support the purpose of your publication. I look forward to future editions, which may be more inclusive in their facts in an attempt to go beyond those institutions which have traditionally garnered the lion's share of attention. As a campus located near the U.S.-Mexican border, we are acutely aware of many of the issues and concerns facing Hispanic students.

David A. McDonald, Director
Graduate Student Affirmative Action
University of California-San Diego

Hispanic Outlook acknowledges the importance of recognizing the achievements of individual institutions within large state university systems. Attention will be paid to featuring a variety of colleges and universities that demonstrate successful graduation rates for Hispanics and innovative programs for minority students.

Amelia Duggan, Editor

Campus Confusion

I was reading your ranking of the top 100 colleges and universities that are the best at graduating Hispanic students. I work in the Affirmative Action Office at the University of Massachusetts at Amherst and was happy to see that our institution was both highly recommended and strongly recommended. However, I believe the distinction of the campus branch, Amherst or Boston, was omitted; otherwise why would we be ranked in both categories? Could you please clarify?

Laurie Anastasia, Compliance Analyst
University of Massachusetts, Amherst

Indeed, the distinction between the two campuses was clear in original drafts of the article, but somehow became combined in later versions. The Amherst campus is highly recommended and the Boston campus is strongly recommended.

Jose Lopez-Isa, Publisher

Publisher's Note: *Hispanic Outlook* will soon prepare its annual list of recommended colleges and universities for Hispanics. College presidents will be surveyed to determine graduation rates; enrollment statistics; numbers of Hispanic administrators, faculty, and staff; financial aid; and scholarship information.

Navigating the Sea of Financial Aid

How One Student Learned the System

by Gary M. Stern

When Rosa Isela Cervantes, a senior at the University of New Mexico, was a high school junior, she knew she wanted to attend college but had no idea how to finance it. Her mother had just given birth to her fifth child and was not working. Her father, who taught in a junior high school, was striving to make enough money to support his growing family.

"I was kind of scared," Cervantes admits, knowing that financial aid programs were being cut and facing reams of applications. "I knew there were scholarships, but I didn't know how the system worked."

But Cervantes had one advantage going for her: both of her parents, who had graduated from Highlands University in New Mexico, stressed the importance of education and supported her every effort to apply for college. Despite the cutbacks in federal financial aid, she was determined to find a way to fund her college education.

Familiarizing herself with "the system" was a critical ingredient in helping Cervantes create a financial aid package to pay for her college tuition and living costs. It would require perseverance, asking questions, identifying people to assist her, learning to write a personal essay, and piecing together a series of financial aid loans, scholarships, and bank loans to pay for college. Cervantes, not her parents, seized the initiative. It was her education and, therefore, her responsibility to discover how to pay for tuition, room and board, books, and all the other living expenses required during four years of attending college.

As a student at Bernalillo High School, a school of 800 students in New Mexico about 30 miles north of Albuquerque, Cervantes had an advantage over students attending larger, more anonymous urban high schools. The counseling staff knew her, recognized that she was a solid student, and helped her apply for financial aid and scholarships.

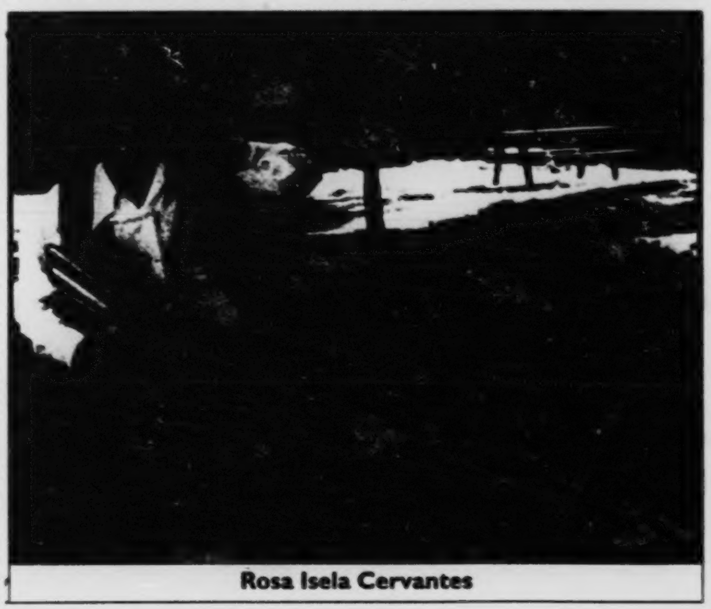
"It takes determination—that's the main ingredient," stated Cervantes. "You need to learn how to find information and then how to put together your essay. People have to realize you're serious about your future."

Cervantes applied at and was accepted by the University of New Mexico, an affordable state school within driving distance to her parents and grandparents in her home town. Tuition for her beginning year as a state resident was a reasonable $750 per semester, which has since risen to $1000 per semester. Books cost about $1000 a semester with another $2000 a semester for off-campus housing. Combining all of her living expenses with tuition, she figured it would cost about $7000 a year to attend college that first year.

Cervantes inquired about aid, sought out the recruiting officer from the University of New Mexico who visited her school, and contacted its financial aid office. By the time she was a senior in high school, she had also researched scholarships aimed at Hispanic students who were in need of financial aid.

One of the major requirements for almost every scholarship and financial aid package involved writing a personal essay. Cervantes said that during this part of the process, many students, especially Hispanics, are not always encouraged "to put their best foot forward." In writing her personal essay, she had to learn to accentuate her strengths and to market herself. She highlighted her involvement in several community projects, including starting a youth group, working in her church, and participating in the Business Professionals of America.

She applied for and earned a Presidential Scholarship from the University of New Mexico based on her



Rosa Isela Cervantes

3.5 high school G.P.A. That scholarship supplied her with $1200 a semester, which would pay for tuition and some books. She also earned a GI Forum scholarship based on her community involvement, granting her $1000 for one year. She earned a Pell Grant for $1100 per semester, which also required that she get involved in a work-study program. She started as an office assistant at the Hispanic Student Center and, by her senior year, was developing programs such as a speakers' bureau. Finally she added a federal loan for $700 a year, at 8% interest, starting six months after graduation.

But the federal loan, Cervantes explained, creates a financial aid package for each student based on her or his parents' ability to pay. Her parents were expected to contribute $500 a year but, because of their tight financial situation, have not always been able to do so. She has been forced to supplement her loan package and to reduce her own budget. While she has had to avoid all luxuries and live frugally, she said that "If you balance your budget well, you can still go out to movies and eat."

[redacted]

Ironically, once she earned these scholarships, she quickly discovered that she would have to reapply annually. Many of the scholarships are based on parental income, and since that changes annually, the financial aid package also changes. One thing she learned is always to make copies of any forms that are submitted so that they are available for future referral.

"The application process takes determination. That's the main ingredient."

Rosa Isela Cervantes, student, University of New Mexico

Cervantes is now completing her senior year and is scheduled to graduate in the summer of 1996. She is strongly considering graduate school to study education or counseling. It is a goal that will require applying for more financial aid packages and scholarships and gaining authorization to delay payment of some undergraduate loans. The process will start up again, but she has learned how the system works, what it takes to apply, how to write that personal essay, and that it will take a combination of financial aid, scholarships, and loans to pay for her graduate education. It will be much easier the second time around, she says.

Cervantes advises others to be just as aggressive as she was in finding money for education. Ask parents for support, and seek out peers who are applying to college or anyone who can be of assistance, she says. Most importantly, she urges students keen on attending college to stay positive and not be intimidated by the whole process and all the federal cutbacks.

"At times applying to college feels overwhelming, filling out duplicate forms, copying parents' income tax forms, writing personal essays," says Cervantes. "But you can do it. If you want it to happen, it will."

Advice from a Pro on Creating a Financial Aid Package

Ida Romero, financial aid director at the University of New Mexico, advises high school students to start asking financial aid questions of their high school counselors as early as possible. Let counselors know that you want to continue your education, and ask them how to start arranging a monetary package to pay for it. Attend any financial aid seminars or college nights. Apply for all federal loan programs. She notes that applications for Free Applications for Federal Student Aid (FAFSA) are also written in Spanish. Once a student files that form, financial aid information will be sent to designated colleges that the student selects.

Romero also encourages students to apply for federal Pell Grants, valued between $400 and $2340 in 1995, depending on one's financial need. Be sure to apply for Supplemental Education Opportunity Grants. Finally, students will likely have to add either bank loans or loans secured directly from the college. Most charge 8% interest and must be paid starting six months after graduation.

After applying for financial aid, focus on scholarships.

"Lower-income and lower-middle-class students will qualify for many grants," Romero said. She urged high school students to strive to do well academically, concentrate on raising their class rankings, and expand their extracurricular and volunteer activities to broaden their experience and appeal.

When considering college costs, students should look at the big picture and take into account what a full year will cost, including tuition, books, rent, transportation, clothing, food, and other living expenses.

Despite all of the headlines on financial aid packages being cut, Romero concluded with a positive message.

"If Hispanic students want to attend college and are willing to do the research and ask questions, there are ways to arrange a financial package to pay for their college education."

Celebrating 20 Years of Excellence

National Hispanic Scholarship Fund Grows in Prominence

by Joyce Luhrs

From its modest beginnings in the Novato, Calif., home of Ernest and Dora Robles, the National Hispanic Scholarship Fund (NHSF) has grown to be a multi-million-dollar nonprofit organization helping thousands of Hispanic students. With initial support from I.B.M., the organization was established in San Antonio, Texas, in June of 1975 through the joint efforts of the Robleses and Archbishop Patrick Flores and Paul Sedillo.

For eight years, the Robleses ran NHSF out of their home and awarded $30,000 in scholarships to 115 students in the first year. Undertaking such a large enterprise required a unique motivation for the organization's only executive director.

"I wanted to develop a coalition that would bring together diverse Hispanics to work on a clearly defined focus," says Ernest Robles. And he believes NHSF has successfully achieved this goal. "Our biggest accomplishment has been bringing together Hispanic Americans from diverse groups into one common group," says Robles.

Now, two decades later, NHSF has grown dramatically, awarding more than $18.6 million in scholarships to over 20,000 students. In 1994, over $3 million in scholarships was distributed to students attending two- and four-year institutions, with an average award of $1,000.

To celebrate this 20-year milestone, the fund is hosting scholarship award receptions throughout the country. Robles hopes to make NHSF a household word by increasing its visibility at the highest levels of government at an anniversary gala in Washington, D.C., slated for this month.

The NHSF has received high praise from a number of sources. *Worth* magazine dubbed it the most efficient nonprofit organization in 1994, noting that NHSF spends only 5 percent of funds raised on administrative costs.

"It's a super effort that began in our very early days and continues today," says Robles. "We run a very tight ship."

Sara Martinez Tucker, an NHSF board member and a national vice president with AT&T, believes the foundation has done a great job keeping costs down and distributing the bulk of the monies in scholarships to all Hispanic groups. But this might not continue for long.

As Robles explains, "I'm not sure we will be able to keep the costs down to this ratio. As we spend additional time on corporate giving and directing more conditional grants, we will need the structure to do that and will have to hire more full-time people."

Support for NHSF is diverse and widespread. It might be a surprise to learn that the majority of donors aren't Hispanics.

"A great number of people involved with NHSF want to do something good for others. They've heard about our work and our reputation for helping Hispanics throughout the country regardless of their ethnic group, and they want to get involved," noted Robles.

Ernest Z. Robles and staff member, Yvette Langford

Over half of the funding for the organization comes from corporate sponsors, including Anheuser-Busch. One of the biggest supporters, Anheuser-Busch was among the first companies to get involved in the late 1970s with a start-up grant of $3,000.

"The company recognized that although we were a small organization, we would grow," said Robles. "They had heard about us. We didn't have to approach them. Education became the means for them to get involved in the Hispanic community," said Robles.

The fund's philosophy and vision were exactly what Anheuser-Busch wanted. They liked the national scope of the fund, and a true partnership was developed. Eventually the company's wholesalers contributed and went way beyond what was originally expected, says Robles.

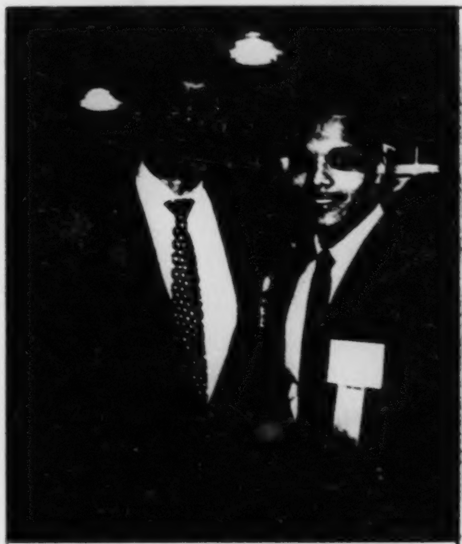
In addition to Anheuser-Busch, the Hispanic Association of AT&T Employees (HISPA) has remained a strong corporate partner. HISPA members rallied around the uniform theme of NHSF to help educate Hispanics across the country. In over 23 cities throughout the continental United States and Puerto Rico, HISPA chapters have participated in the organization's fundraising activities, bringing in over $300,000.

Citibank, NA, was also drawn to NHSF's mission to increase the under-representation of Hispanics in education. Paul Ostergard, president, Citicorp Foundation, explains, "We needed to focus on high school enrichment programs that bring larger numbers of Hispanic students into the college/university pipeline."

As an NHSF board member and corporate contributor, Ostergard solicits other organizations to get involved and contribute.

"I'm proud to fundraise because we have one of the lowest overhead budgets in ratio to scholarships awarded. I feel strongly that this is a model organization that achieves its objectives," he says.

But much more needs to be done. "The real sorrow of NHSF is that we have so many qualified students applying," laments Ostergard. He believes Hispanic students need to be given opportunities to network and obtain summer jobs while in college. True to his words, Ostergard helped a student scholar he met at an NHSF reception network get a job at Citibank.



Paul Ostergard, president, Citicorp Foundation (left), **and Johnny Peña, NHSF scholarship recipient**

"I feel strongly that this is a model organization that achieves its objectives."

Paul Ostergard, president, Citicorp Foundation

Student scholars are targeted through NHSF's flagship program, appropriately called The Scholars' Program. Eligible students must be United States citizens or permanent residents of Hispanic-American descent attending a college or university full time in one of the 50 states or Puerto Rico, with at least 15 units of college coursework completed. The application period is from Aug. 15 to Oct.1 annually.

NHSF looks for the well-rounded student with a solid grade point average, demonstration of leadership, financial need, academic achievement, and personal strengths as determined in a personal essay and a letter of recommendation. Selection committees comprised of 60 college and university professors and administrators along with professionals from other fields throughout the United States review the applications. Once the teams review and rank the applications, the NHSF staff sorts the applications by region and looks at the conditional grant stipulations of corporate sponsors. The remaining pool of recipients are categorized and ranked following the reviewers' recommendations until the last dollar is awarded.

NHSF scholarship recipients represent all regions of the country and all Hispanic groups. The latest Census figures are used to determine what percentage of scholarships will be awarded to each group.

Until last year, approximately one-third of applicants received scholarships. However, in 1994, over 10,000 students applied with little more than 2,000 selected. Most were enrolled in undergraduate programs, with the remainder coming from graduate and community college programs. The increasing number of applicants has caused NHSF officials to launch an ambitious campaign to raise $6.4 million by 1998.

"We plan to keep on increasing and developing fundraising activities and special drives to support capacity building," says Robles. In a budget-slashing environment, Robles admits that the biggest hurdle will be raising funds from corporations and foundations to cover administrative costs.

According to Martinez Tucker, the organization's recent strategic planning session helped them understand that with this goal the existing administrative structure would have to be examined.

"You can't assume the existing infrastructure will provide the same results," says Tucker. "We might need to make changes on the board, develop more fundraisers, increase our marketing efforts to corporations and foundations, and stress more workplace giving."

Ostergard and Robles agreed that the organization needs to seek more capacity-building grants.

"It's a tough sell in this kind of environment. We want to double the number of dollars available in a short amount of time and raise the profile of NHSF in the U.S.," said Ostergard.

Student Success Stories

In its 20 years, the National Hispanic Scholarship Fund has benefitted 20,000 students from all 50 states and Puerto Rico. Former scholarship recipients, like Catherine Kissee-Sandoval, who hailed from the tough streets of East Los Angeles, is an NHSF success story. Neither of her parents had college degrees, but they wanted an education for their daughter.

Word-of-mouth has been NHSF's best tool for getting the scholarship message out to students. Kissee-Sandoval learned about the program from a friend at Yale, where she was pursuing a degree in Latin American Studies. She believes the NHSF scholarship gave her the opportunity to get critical hands-on work experience that got her into graduate school. She used her scholarship to defray expenses of a summer internship with the Hispanic Higher Education Coalition of the National Council de la Raza and also covered part of the $12,000 yearly tuition at Yale.

The internship opened doors for her. She learned how Washington, D.C., operated, published a critically acclaimed article about Hispanics in higher education, and won a prestigious Rhodes Fellowship. She spent the next three years at Oxford University in England pursuing a master's degree in political science. Kissee-Sandoval has the distinction of being the only Latina and only the second Latino to receive the prestigious award from the United States.

Upon her return to the States, she attended Stanford University Law School and again received assistance from NHSF. After graduation, she clerked with Judge Dorothy Nelson of the U.S. Court of Appeals of the 9th Circuit and worked with a law firm. Now she is director of the Office of Communications of the Federal Communications Commission, where she oversees laws and policies affecting communications businesses owned by women and minorities.

Like many alumni of the NHSF, Kissee-Sandoval is committed to giving back to the organization that helped her out. She contributes, talks to students about applying, and volunteers with fundraising activities.

"This is a program that really helped a generation of students," said Kissee-Sandoval, who looks forward to NHSF helping the next generation of students. "The need is still there. It's up to us to help those students," she added.

> ***"This is a program that really helped a generation of students. It's up to us to help the [next generation] of students."***
>
> **Catherine Kissee-Sandoval, director, FCC Office of Communications and former NHSF recipient**

Another NHSF alum—Yvonne Campos, who is a federal prosecutor with the Assistant U.S. Attorney General's Office of the Southern District of California—thanks the National Hispanic Scholarship Fund for helping her make it through Harvard Law School.

"It was hard paying for law school with the high tuition. But NHSF came through with the scholarship in the spring from 1985-1988 just when my funds were running low to cover the expenses of my study aids and rent," says Campos.

After graduating from Stanford University with a double major in political science and economics, she worked for several law firms and spent this year as a White House Fellow working with the Attorney General's personal staff.

Campos believes the work of the organization must continue.

"This is such a worthwhile organization because they help so many students," Campos said. "It makes a huge difference. When you are a professional student at a large school, there isn't the aid available." A native Texan, Campos has not only participated in fundraising luncheons in Los Angeles, but she got her colleagues at the law firm to pitch in and contribute to the organization.

Joyce Luhrs was a NHSF scholarship recipient for 4 years and has served on the NHSF selection committee for the past nine years.

Grad School Application Fees Add Up

Project 1000 Helps Foot the Bill

by Ines Pinto Alicea

Project 1000, a program designed to boost the numbers of Latinos in master's degree and Ph.D. programs by easing the cost and paperwork involved in applying to graduate school, is offering even more ways to simplify the process.

By next year, the program plans to computerize its application so students can submit one standardized form on a computer diskette that will be shared with all universities to which the student wants to apply.

"It will be easier for the students and for the universities," said Laura Serrano, program coordinator of Project 1000, based at the Graduate College of Arizona State University in Tempe.

"Our goal is to assist as many students as possible in being admitted into graduate schools so they can be successful in academic careers or be leaders in the workforce."

Project 1000 began in 1988 with the goal of recruiting, admitting, and graduating 1,000 Latino students from graduate programs nationwide. The program, which has already surpassed its goal with more than 2,000 graduates, is unique. Latino students interested in pursuing a master's degree or doctorate can apply to seven colleges and universities using one application packet created by Project 1000 and accepted at 79 universities.

"The schools accept the application free of charge," said Christopher Villa, assistant dean of minority recruitment and student affairs at the University of Utah graduate school in Salt Lake City. He is the Project 1000 liaison at the university. "Since they don't have to pay the application fees, it gives the students an opportunity to consider different graduate schools that they hadn't considered before."

With application fees at schools hovering at from $30 to $70, applying through Project 1000 can save students hundreds of dollars. The program operates on the philosophy that the more schools the students apply to, the more chances they have of being admitted and of obtaining the financial aid they need.

> ***"Our goal is to assist as many students as possible in being admitted to graduate schools,"***
>
> **Laura Serrano,**
> **program coordinator,**
> **Project 1000**

"It can get pretty expensive to pay application fees," said Rosa Delia Rosas, admissions coordinator at the Claremont Graduate School in Claremont, Calif., and its Project 1000 liaison. "The application fees deter many students from applying."

Just getting Latino students to apply for graduate school is half the battle. According to the Educational Testing Service, research has shown that only about 21 percent of Hispanic students applied to more than one graduate program.

"They would apply to one program, not get accepted, start working, and forget about graduate school," said Serrano, adding that about 600 students participate in the program yearly.

Students also save money because they don't have to send transcripts from all previous educational experiences to the individual schools to which they are applying. They simply send them to Project 1000, which passes along copies of the transcripts and letters of recommendation required for the project application to the seven schools the student has chosen. Transcript fees can range from $4 to $10 per copy.

Project 1000 does not charge the students for its services. Latino students are eligible to participate in the program if they are interested in pursuing disciplines where the Graduate Record Examination (GRE) normally is used to help assess an applicant's admission potential. Medicine, business, dentistry, law, optometry, and other fields with their own standardized tests are not within the scope of Project 1000.

Although Project 1000 focuses primarily on educating students through the doctorate, it handles requests for students interested in studying for a master's degree. The program emphasizes full-time study but has allowed some participants to pursue their studies part time.

Rosas said that while the program does not give Project 1000 students an advantage in the admissions process, some individual disciplines might favor Project 1000 applicants. Rosas praises the program for its efforts.

"Project 1000 adds extra minorities to the pool," said Rosas, pointing out that it is just one of several programs the school works with to increase the pool of minorities applying to the school.

"It's an additional source for getting Latinos here besides word of mouth."

And getting Hispanics into the graduate school pipeline still requires support from all possible avenues. While Hispanic enrollment levels at the graduate level increased by nearly 23 percent between 1990 and 1993, they still represent only 3.4 percent of all graduate students, according to the American Council on Education's *13th Annual Status Report on Minorities in Higher Education*.

Villa said that the approach taken by Project 1000 to increase the number of Latino students at graduate schools is successful because its network of liaisons at the universities adds a personal touch to the application process.

"If I see something in the application file that can be improved, I'll call the student," Villa said. "My first and foremost goal is to get the student accepted—either here at the University of Utah or at another college or university."

About 90 percent of the Latino students who have completed the Project 1000 application process have been admitted to at least one graduate program, said Serrano. Moreover, while the program itself does not provide financial aid or guarantee that participating universities will provide it, about 93 percent of the students who have been admitted to a graduate program through Project 1000 have been offered significant financial aid, she added.

Alberto Torchinsky, dean of the Office of Latino Affairs at Indiana University in Bloomington, said Project 1000 has had a tremendous impact on generating more candidates. "It's important to do outreach early, but it is difficult. The increase in the number of applicants means more and more Latinos are considering graduate school as an option."

One of the obstacles a number of students face in the application process is taking the GRE exam, but it is an obstacle the program has tried to overcome through a number of measures. The program offers fee waivers to students who have financial need but want to take the exam. Moreover, the program offers workshops to share test-taking tips and test-preparation skills.

"We help them conquer their fears and find better ways to prepare for the exam," Serrano said.

Students interested in Project 1000 must have all of the necessary documents to the project one month before the earliest departmental/institutional application deadline. Students must also contact a university or specific department to find out if they are required to submit additional paperwork to be eligible for admission.

Universities interested in participating in the program are required to offer 12 Ph.D. programs, agree to waive the application fees to students, and accept the standardized application created by Project 1000.

"We're very fortunate," said Serrano. "We don't have to recruit universities anymore. They come to us."

> **"My first and foremost goal is to get the student accepted — either here at the University of Utah or at another college or university."**
>
> **Christopher Villa, assistant dean of minority recruitment and student affairs, University of Utah**

For further information on the Project 1000 program, call 1-800-327-4893.

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UNIVERSITY OF FLORIDA

COLLEGE OF EDUCATION
DEPARTMENT OF INSTRUCTION AND CURRICULUM

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The Department of Instruction and Curriculum at the University of Florida invites nominations and applications for the position of Chair and Professor.

The department offers a nationally recognized five-year master's degree teacher preparation program in elementary education and a fifth year master's degree in secondary education, both known as PROTEACH. The department also offers the Specialist in Education, Doctor of Education and Doctor of Philosophy degrees in Instruction and Curriculum. The University of Florida is the nation's 10th largest in enrollment, a member of the AAU, and a public, comprehensive, land-grant research university. The oldest and largest of Florida's ten universities, it serves a wide geographic area and culturally diverse population with a nationally distinguished faculty.

The chairperson will be expected to provide leadership; work collaboratively with other departments in the College and the public schools; maintain an administrative environment that promotes faculty teaching, research, and service; and represent the interests of the department at the college and university levels. **Required qualifications expected of candidates are:** (a) an established record of excellence in research, teaching, and service; (b) ability to communicate effectively with the internal and external constituencies of the department; (c) a doctoral degree in one of the fields represented in the department; and (d) eligibility for appointment at the rank of professor. **Preference will be given to candidates with:** (a) a nationally recognized program of research and scholarship; (b) a record of success in obtaining external funding; (c) leadership and/or administrative experience; and (d) interest in/or experience with five year teacher education programs.

Please send a letter of application addressing these qualifications, a curriculum vitae, copies of three relevant publications, and three letters of recommendation to: ***Dr. James Doud, Instruction and Curriculum Department Chair Search, PO Box 117049, Gainsville, FL 32611-7049.***

Complete applications must be post-marked no later than March 29, 1996. The anticipated starting date is July 1, 1996.

The University of Florida is an Equal Opportunity/Affirmative Action Employer. Applications from women, members of minority groups, and persons with disabilities are especially encouraged.

Financial Aid

A Resource Guide

by Joyce Luhrs

With the increasing costs of college tuition, finding financial aid to meet expenses is a necessity for most students. Several reference materials and guides found in libraries, bookstores, and college financial aid offices provide current information about scholarships, fellowships, loans, and grants available to help fund a college education. Some of these materials include:

- ***The College Blue Book: Scholarships, Fellowships, Grants, and Loans.*** **22nd edition. New York, N.Y.: MacMillan Publishing Company.**

This well-known reference guide provides an overview of general scholarships by subject areas such as African and Latin American studies, environmental studies, humanities, sciences, assistance for minorities, and technology. Each financial aid description provides background information about the title of the award, the area and field and subject, educational level, number available, amount, eligibility requirements, method of disbursement, deadlines for application, and where to apply. A general bibliography of other financial aid reference materials is included.

- ***Directory of Financial Aids for Women, 1995-97.*** **By Gail Schlachter. San Carlos, Calif.: Reference Service Press, 1995.**

With this newest edition, over 1500 scholarships, fellowships, grants, loans, awards, and internships designated specifically for women are listed.

- ***Free Money for College. A Guide to More than 1000 Grants and Scholarships for Undergraduate Study.*** **3rd edition. By Laurie Blum. Facts on File.**

Available in paperback, this guide provides general information about applications for financial assistance, how to access federal and state monies, a breakdown by geographical location of scholarships available by state, scholarships available by area of study, and specific grants for women, ethnic students, and the disabled. Each listing provides the scholarship name, a contact person, address, phone number, the amount of scholarship assistance given, restrictions, and the deadline for applying. One example listed is the Ramona's Mexican Food Products Scholarship Foundation, which gives out 8 scholarships ranging from $140-$4,100 to Hispanic residents in California from Garfield, Roosevelt, and Lincoln high schools in Los Angeles.

- ***Financing Graduate School.*** **By Patricia McWade. Princeton, N.J.: Peterson's Guide, 1993.**

This handy guide responds to questions frequently asked by students and advisors about financial aid at the graduate level. It is of interest to students pursuing graduate studies in master's and Ph.D. programs. Information is provided about whether a graduate degree will make a difference in earnings, options for full- or part-time studies, determining a budget, qualifications for financial aid, how financial aid eligibility is determined, federal and state aid programs, and private sources of service-related awards and loans. This is an excellent resource for finding information about financial aid for specific student group interests such as the American Political Science Association, which provides awards of varying amounts to African-American, Chicano, and Latino graduate students in the area.

- ***College Costs and Financial Aid Handbook.*** **New York, N.Y.: The College Board, 1996.**

As a reference tool, this book provides facts about college costs and financial aid available at 3,000 post-secondary institutions. Students are guided through the financial aid process step by step beginning with figuring college costs and family contributions. There are segments on federal aid programs such as the Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan Program, Bureau of Indian Affairs, and military assistance through attendance at the academies. A list of resources for further reading is broken down by fields of study, graduate study, and study abroad.

- ***Directory of Financial Aids for Minorities, 1995-1997.*** **5th edition. By Gail Ann Schlachter and R. David Weber. San Carlos, Calif.: Reference Service Press, 1995.**

One of the best reference guides published on financial assistance for racial/ethnic minorities, this book provides 2,000 plus references and additional information about scholarships, fellowships, grants, loans, awards, and internships. Financial aid sources are listed by name and purpose, address, contact person and telephone number, eligibility requirements, amount of the award, duration, special features and limitations, number awarded, and deadlines.

A to Z

Examples of financial aid programs listed are the Gloria and Joseph Mattera National Scholarship Fund for Migrant Children in Geneseo, N.Y.; the Esperanza Scholarship Fund in Cleveland, Ohio, which provides financial assistance for students of Hispanic descent in the area; the Hispanic Public Relations Association's scholarship program providing financial support to Hispanic American students in southern California; the National Hispanic Scholarship Fund's program that assists students of Hispanic descent in the United States who are interested in pursuing postsecondary education at the undergraduate or graduate school levels; the National Association of Hispanic Journalists' Mark Zambrano scholarship program that aims to help Hispanic American undergraduate and graduate students interested in pursuing media careers; and the National Action Council for Minorities in Engineering, Inc.'s Corporate Scholars Program that is open to African Americans, Hispanics, and Native Americans currently enrolled full time in an undergraduate engineering program.

Another helpful feature is the annotated bibliography of general financial aid directories that provides sources of information on financial aid, grants, awards and prizes, internships, work experience programs, on-the-job training programs, and financial assistance to special needs groups.

- ***Anuario Hispano. Hispanic Yearbook.* McLean, Va.: T.I.Y.M. Publishing Company, Inc., 1995.**

This annual yearbook includes a section of scholarships specifically for Hispanics with a computer program diskette designed to help students identify financial aid. Information is provided about federal student aid programs and entrance examinations required at the undergraduate, graduate, and professional school levels. Also included is a sample "how to" letter for requesting financial aid information from admissions offices of colleges and universities. Over 200 sources of financial aid for Hispanic students are listed with the name of the sponsoring organization, address, and program name. An index lists the sources by academic area and in undergraduate or graduate sections, the type of aid, the academic level, and the geographical location of the aid.

Several financial aid programs are detailed, including the graduate fellowship program for Hispanic students enrolled in graduate public policy programs, the Hispanic Leadership Opportunity Program, and CHCI fellowships designed to increase Hispanics' participation in existing internships and develop a network of aspiring leaders. The Dorothy Danforth Compton Minority Fellowships, administered by the Danforth Foundation, help college graduates interested in becoming college teachers. The Nicaraguan and Haitian Scholarship Fund aids those groups living in Florida and attending a state university, and the Hispanic Association of Colleges and Universities' (HACU) engineering and excellence awards programs are for Hispanic students in the continental United States and Puerto Rico majoring in engineering sciences.

- ***Higher Education Opportunities for Minorities and Women.* Washington, D.C.: U.S. Government Printing Office, 1991.**

A targeted list of resources of scholarships, fellowships, and loans for minorities and women pursuing postsecondary degrees is provided. This guide can be ordered from the Superintendent of Documents of the U.S. Government Printing Office, Washington, D.C. 20402-9325.

- ***Financial Aid for Minorities. A series.* Garrett Park, Md.: Garrett Park Press, 1994.**

Financial assistance programs for minorities in the fields of business and law, allied health, education, engineering, science, mass communications, journalism, and general studies are covered. Background information about enrollment trends, financial aid resources available, associations in the field to contact for further information, and explanations about financial aid terms are provided. The name of the funding agency, address, and a very brief description about the program are also included. One drawback of the series is the frequent absence of contact persons and phone numbers.

Of particular interest in this series is the Congressional Hispanic Caucus Institute's national clearinghouse of information on scholarships and financial aid for Hispanic students. For further information, call the toll-free number, 1-800-EXCEL-DC.

MEETING THE CHALLENGE OF STUDENT FINANCIAL AID

by Madeleine McLean

One of the greatest challenges facing postsecondary education leaders is coping with the increasing complexities of the student financial aid system. Rising tuition, decreasing financial aid availability, increasing regulations, and the uncertainty of federal budget cuts threaten the very nature of financial aid.

Such changes have greatly increased financial burdens for both institutions and families. For many college-bound students and their parents, footing the bill is a much greater hurdle than is getting in. Low- and middle-income students are finding access to postsecondary education increasingly threatened. And student financial aid is the fastest growing expense at some colleges and universities.

The challenge is clear. How will an institution maintain its commitment to students even in the midst of great uncertainty? Institutions must examine how they handle financial aid in order to determine where improvement is needed. There are several factors that must be addressed:

- average education loan debt for students upon graduation,
- student loan default rate vs. five years ago,
- demographic profile of students receiving aid,
- proportion of total aid funds expected with regard to self-help loans and work components,
- economic benefits of student work for institution, and
- number of students serviced by financial aid office and student satisfaction.

Observing how student aid programs serve students gives institutions a head start in becoming better advocates for students.

Colleges and universities should understand the impact of committing institutional funds to financial aid. Not all institutions are able to contribute internal resources to financial aid. Those that can should consider the level of commitment and to whom the resources will be allocated. Capacity and competition inform these decisions.

The impact of financial aid packages on students' decisions to enroll or to persist needs to be evaluated. Frequently, the ability of financially needy students to persist to the completion of their academic programs depends on continued availability of student aid and on the composition of the aid package. Careful analyses of enrollment decision surveys, exit interviews, and surveys of returning and non-returning students can offer insight into what students consider when enrolling in or leaving school. The impact of award composition, timeliness of the award process, availability of necessary instructions, and service quality can be measured in relation to enrollment and persistence.

A great deal of institutional data is available through the financial aid office. Senior administrators should engage in regular reviews of student aid data with financial aid officers and others when important policy decisions are made.

The institution's commitment to access goals needs to be measured. One way of measuring commitment to access is to examine enrollment and continuation rates across family income groups. Successful aid programs have income enrollment profiles that meet institutional goals. Generally, an even enrollment rate across income groups reflects successful "need-blind" admissions and aid policies. Peaks or valleys in the profile suggest where resources should be directed or should prompt further investigation into enrollment and continuation decisions made by students of certain income groups.

The impact of relying on loans needs to be evaluated. Studies of cumulative debt at graduation and analysis of patterns in an institutional default rate can help assess this impact. Institutions that rely heavily on loans in relation to their peers might be at a disadvantage in competing for students. Estimated debt at the time of graduation affects students' institutional choice and career choice, and affects an institution's ability to meet enrollment targets and future alumni giving goals.

Colleges and universities should encourage their financial aid offices to develop packaging policies that address the needs of low-income students and that impose manageable debt burdens on graduates.

Finally, opportunities to highlight student aid program successes need to be created. Schools should want to get the word out about the positive impact aid programs have on students and the broader community.

In mid-1995, the National Association of Financial Aid Administrators (NASFAA) published *A Report to the Leaders of America's Colleges and Universities: Meeting the Challenge of Student Financial Aid* to promote better understanding of financial aid. Copies of this report, from which this essay was developed, are available from NASFAA, 202-785-0453, for $5.00. The companion reference guide is the same price.

Madeleine McLean is associate director of communications for the National Association of Student Financial Aid Administrators.

Affirmative Action Defining Minorities Urban Experience Program Dr. Patricia Hernandez

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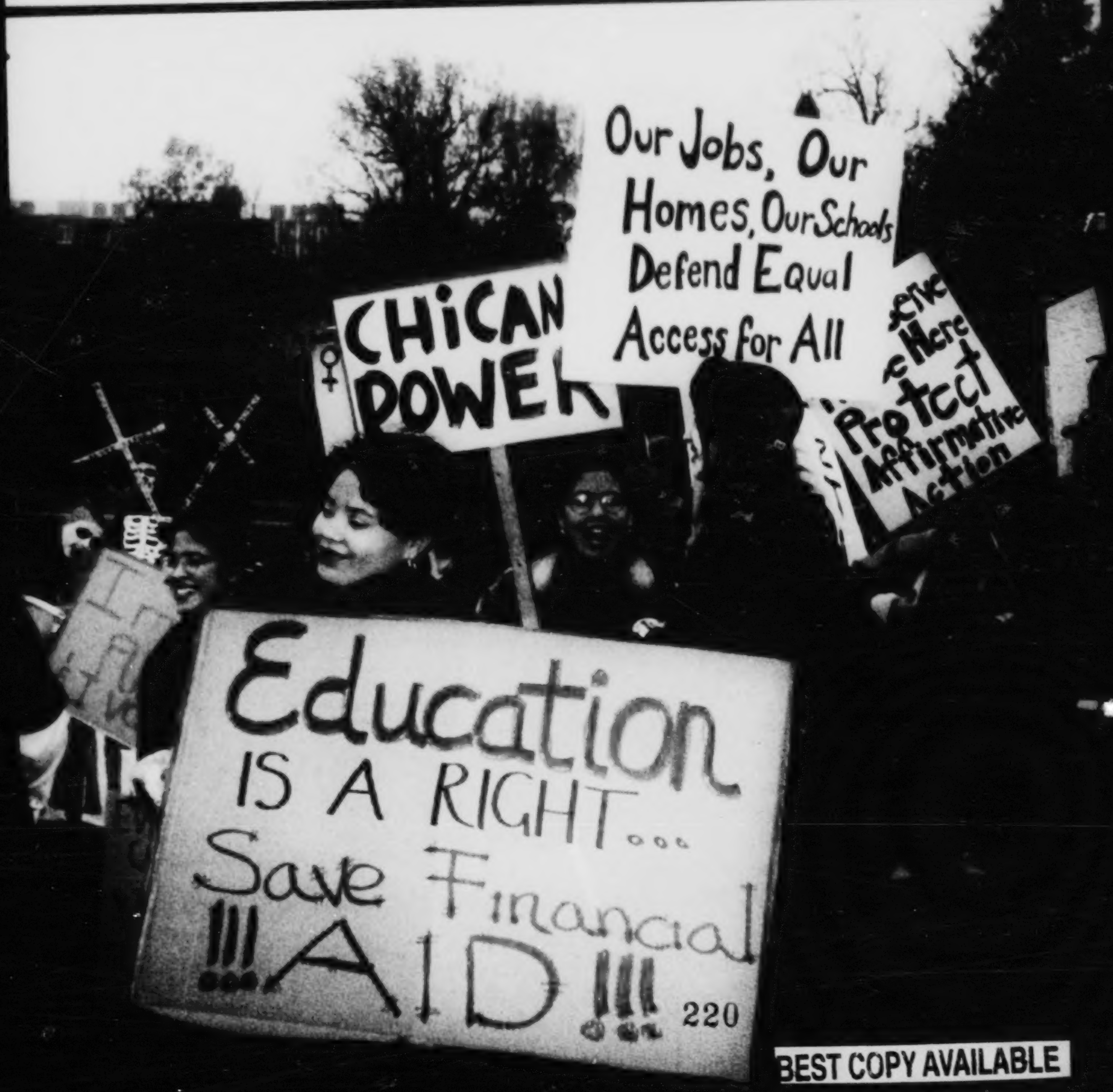
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Hispanic Students Becoming More Political

by Ines Pinto Alicea

Despite reports of the erosion of political interest on the part of Americans generally, a recent national survey of college first-year students found that Latino students tended to discuss more and be more informed about politics than did other students.

Thirty-three percent of Latino students reported keeping up to date on political topics compared to 28 percent of the rest of the student population, stated the survey, conducted by the Washington-based American Council on Education (ACE) and the Higher Education Research Institute at the University of California at Los Angeles. In addition, 16 percent of Latino students said that they frequently discussed politics compared to 14.8 percent of other students, the survey found.

"The findings dispel the myth that we don't participate in politics," said Alfred Ramirez, executive director of the White House Initiative on Educational Excellence for Hispanic Americans. "The findings speak well for our people."

The survey, which was released in January, received responses from 240,082 students attending 473 institutions. Latino students comprised 4.2 percent of the respondents. White students represented 83 percent of the respondents.

"The survey is conducted to track trends and provide information on the types of students who go to college," said Linda J. Sax, associate director of the survey.

Sax said Latino students scored high on the political questions in last year's survey as well. Esther Aguilera, executive director of the Congressional Hispanic Caucus, said it appeared that Proposition 187, which was passed in California last year to end a number of benefits to undocumented people, galvanized many of the students.

"That heightened people's awareness, and it taught them that now is the time to get their voices heard," said Aguilera.

Ramirez agreed, saying that in college, many Latino students "begin to realize that there are barriers that either they have experienced themselves or people they associate with have experienced" and that those inequities lead them to become politically aware.

While the Latino community can cheer the survey's findings, particularly in a presidential election year, America as a whole might be concerned about a troubling aspect of the responses. The numbers overall for political interest were at an all-time low, according to Sax. In the 1960s, more than 50 percent of all students surveyed said they regularly discussed and kept informed about politics.

"Today's college students are more politically apathetic than ever," said Sax. "They feel that issues don't affect them."

Elaine El-Kahwas, ACE's vice president for policy analysis and research, called the survey a "reliable barometer of student opinions."

"Students are very focused and insecure about their own futures, and it causes them to narrow their perspectives," she added.

The students were also asked about their political orientation in the survey, and the responses show that a majority of the nation's first-year students (54.3 percent of the overall respondents and 52.3 of Latino respondents) called their political views "middle of the road." At the same time, small but growing minorities of the overall first-year student population are labeling themselves "far left" or "far right." The numbers of students who reported having these political views hit a peak for the 30-year-old survey.

Latino students tended to be concentrated on the "liberal" to "far left" end of the political spectrum, the survey found. Three percent of Latinos rated their political views as "far left" (compared to 2.7 percent of the other respondents), and 27 percent reported that they were "liberals" (compared to 21 percent.)

On the other end of the spectrum, 17 percent of the Latino respondents reported that they considered themselves "conservatives" (compared to 20 percent of the other respondents), and 1.3 percent said that their views were "far right" (compared to 1.6 percent of the other students).

The survey also for the first time addressed affirmative action in college admissions. Opinions among all of the first-year-student respondents split equally on the statement, "Affirmative action in college admissions should be abolished," but 70 percent of all of the students surveyed said college admission officers should give "some special consideration" to race.

"This discrepancy highlights the fact that people are willing to support the consideration of race in admissions but are less willing to commit themselves to the more politically loaded phrase 'affirmative action,'" said Sax.

Latino and Black students felt special consideration in admissions should be given to low-income students while whites and Asians were more supportive of helping students who are high achievers.

The survey also asked general questions about the issue of race. While 82 percent of the first-year students said that they believed that "Racial discrimination is a major problem in America," there were vast disparities among the races and ethnic groups on whether they felt it was very important or essential for them to "promote racial understanding." Only 28 percent of white students felt this was important compared to 52 percent of Latino students, 67 percent of Blacks, 47 percent of American Indians, and 51 percent of Asians.

"There is a perception that racial understanding is to the benefit of disadvantaged groups," said Sax.

Dispelling the Myths About Affirmative Action

by John Couretas

When the National People of Color Student Coalition scheduled its first annual conference for the summer of 1995 on the politically charged topic of affirmative action, organizers could not have foreseen how prescient the event would turn out to be.

The coalition, affiliated with the Washington-based United States Student Association (USSA), assembled in Flint, Michigan, from July 21-23 for a long look at the growing movement to roll back or dismantle affirmative action programs designed to increase minority enrollments at colleges and universities.

That same week, the University of California (UC) regents voted to end race, ethnicity, and gender preferences in admissions and hiring. The turnabout at UC, the nation's largest public system of higher education with nine campuses and 120,000 students, was a shocker for advocates of affirmative action programs.

Just one day before the regents voted to restrict racial and ethnic preferences, President Clinton gave a speech at the National Archives in Washington in which he defended affirmative action. The purpose of these programs, he said, was to remedy the "systematic exclusion of individuals of talent."

Kazim Ali, vice president of the student coalition, said the current attacks on affirmative action are unprecedented. Moreover, students are beginning to take more interest in the issue now that they see what the changes mean, he said.

"I think, as with everything, students have been duped a bit by the powers that be," Ali said. "But now students are starting to wake up to the reality."

In Flint, about 70 people attended a series of workshops and talks that addressed a wide array of issues, including various legislative initiatives affecting affirmative action. Jesse Jackson, Jr., son of the civil rights leader, delivered an inspirational speech. Participants also learned how they could organize grass-roots efforts to campaign for the retention of affirmative action programs.

In response to the changes at UC and other institutions, the student coalition also scheduled a National Day of Action on Oct. 12, the Columbus Day holiday that the coalition refers to as Indigenous Peoples Day.

The coalition's position on the issue is summed up by USSA President Stephanie Arellano.

"Misguided attempts to destroy affirmative action policies will yield disastrous results," Arellano said. "Fewer students of color will be admitted to colleges and universities. By taking a pro-active stance against unequal educational opportunity, glass ceiling, and lower pay, students can challenge unfair practices that have become a major part of social institutions today."

> ***"By taking a pro-active stance against unequal educational opportunity, students can challenge unfair practices that have become a major part of social institutions today."***
>
> **Stephanie Arellano, president, United States Student Association**

The policy shift at UC, for example, is expected to have a dramatic effect on the ethnic make-up of the school's student body.

Under the previous UC affirmative action policy, 40 percent of students were admitted using criteria not strictly academic. A computer analysis done at UC-Berkeley showed that the elimination of race and ethnic factors would severely limit the ranks of Blacks and Hispanics at the school. The enrollment of Blacks at Berkeley would drop from 6.4 percent of students to 1.4 percent; Hispanics, from 15.3 percent to 5.6 percent.

Under the new policy, Asian Americans are expected to be the biggest gainers, raising enrollment percentages from the current 42 percent of the student body to more than half of all students.

But it is a mistake to believe that all Asians will benefit if affirmative action programs are eliminated, said Evelyn Hu-DeHart, professor of history and director of the Center for Studies of Ethnicity and Race at the University of Colorado.

Recent Asian immigrants to the United States, such as the Hmong tribepeople from Laos, would be at a great disadvantage if affirmative action programs were curtailed, she said. But Asians with much more "human capital," such as middle-class groups from

Hong Kong or Taiwan, would be relatively unaffected.

"Nobody in their right mind would say the Hmong people would benefit if we scrub affirmative action," Hu-DeHart said. "In fact, they will be hurt."

In a visit to California this fall, she noticed an upsurge of student activism in defense of affirmative action programs. In the wake of the UC decision, students are participating in demonstrations and becoming much more vocal about their opposition to the policy shift.

In California, first generation Mexican Americans and Blacks are joining forces to fight the rollback in affirmative action programs, she said.

"This issue is bringing Blacks and Latinos together like no other issue has," Hu-DeHart said.

In talks with educators in California, she found widespread support for affirmative action. And Hu-DeHart is hopeful that the political tides will shift and affirmative action will survive.

"The people holding the line are the educators," she said. "I don't think the battle's lost."

In response to the attacks on affirmative action, the United States Student Association has put together a statement rebutting what it calls the myths spread by those who would eliminate affirmative action programs. Following is a summary of the major points of the statement.

Myth: Affirmative action is reverse discrimination. It gives preferential treatment to people of color and women.

Fact: In reality, these programs are a kind of social restitution and an attempt to create a more democratic society. Affirmative action recognizes the interconnectedness of race, class, and gender.

Myth: Affirmative action benefits only a select few and is primarily a Black-versus-white issue.

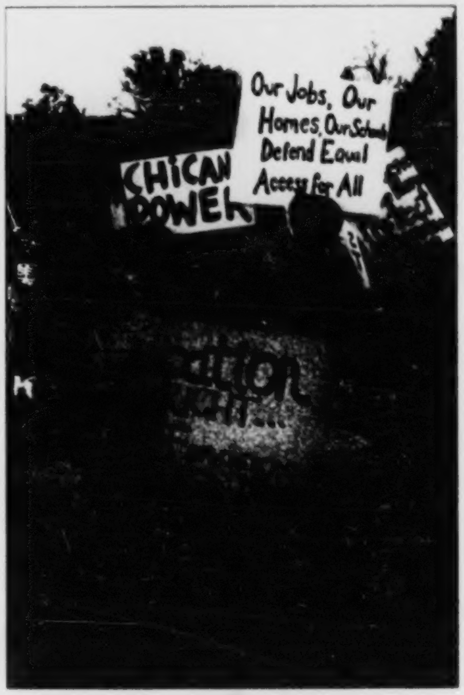
Fact: Despite some of the gains made by affirmative action, discrimination still persists. We have barely begun to enjoy the benefits and increased diversity that affirmative action provides.

Myth: Affirmative action hurts whites and Asians.

Fact: It is a mistake to believe that all Asians are a success story. There are distinct disparities in achievement, for example, between third-generation Chinese students and a first-generation Cambodian refugee.

Myth: College applicants blame the loss of employment on racial, ethnic, or gender preferences.

Fact: Other preference systems are also in place today, such as long-standing alumni preferences at elite institutions, which comprise a key element of "old boy" networks.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Myth: Affirmative action goals can be achieved solely through the consideration of income or class status, without consideration of race or gender.

Fact: The current system of financial aid, including grants and loans, could not withstand and accommodate the estimated increase of low-income students if the option became a reality.

Myth: Affirmative action and meritocracy are mutually exclusive.

Fact: The playing field is not level. Students are at a competitive disadvantage when they receive secondary education in low-income areas with low tax bases and fewer resources. "Merit" is just a word for whatever qualifications are deemed desirable for the performance of a particular task, and there is nothing fixed about those qualifications.

Myth: Affirmative action equals quotas.

Fact: What is permitted under current affirmative action are benchmarks, targets, and goals. Goals and timetables are set by employers for the employment of people of color and women, along with time frames for achieving these goals.

Defining Minorities: A Moving Target

Faculty Share Their Views on Affirmative Action

by Jana Rivera

In the middle of the heated battle surrounding affirmation action programs stands the question: who should benefit by such programs, or, in other words, who exactly qualifies as a minority?

Does a Mexican-born immigrant have the same claim to affirmative action status as a third-generation Mexican American? Should they compete evenly for minority-specified scholarships? Should a university be bragging about its impressive affirmative action record when most or all of its Hispanic professors are foreign-born?

"It depends on your perception of the purpose of affirmative action," says F. Chris Garcia, a political science professor at the University of New Mexico.

"If you believe that it was originally instituted as a compensation for a history of exclusion," Garcia says, "then one has to focus on groups whose members historically have been excluded or discriminated against. That, of course, would mean there has to be some legacy of discrimination in this country for those people or their ancestors."

Although talk of affirmative action in this country can be traced back as far as Franklin D. Roosevelt's administrative committees set up to combat racially discriminatory employment practices, affirmative action, at least as most Americans think of it today, got its teeth in the 1960s' civil rights movement. Many Americans believe that the original intent of affirmative action was to compensate for past injustices heaped upon certain groups, particularly Blacks, by white Americans.

"If you define affirmative action as an attempt to overcome the continued persistence and legacy of discrimination," says Rodolfo O. de la Garza, a professor in the department of government at the University of Texas at Austin, "then you eliminate all immigrants from consideration."

However, not everyone agrees on the intent of affirmative action. Some think of affirmative action as a device to combat generalized institutional racism and discrimination, which, most would agree, still exists in this county.

If that is the intent, say de la Garza and Garcia, then any person who is likely to suffer from institutional racism and discrimination because of the characteristics of the group should be eligible for inclusion in affirmative action programs whether he or she just arrived in this country or has ancestors who have been here 200 years.

If the intent is to create diversity by hiring a person from an under-represented group of the population, then foreign-born Latin Americans would once again be included, de la Garza says.

de la Garza thinks the nation is not sure what it hopes to accomplish with affirmative action, and Latinos might also be uncertain. And that uncertainty has created some tension between native-born and foreign-born Latino professors on university campuses across the nation.

"On one hand," he says, "Latino leaders want to say that we are a united people because the more of us there are, the more powerful we are, so let's make certain all Hispanics are included. But when you get down to a specific position, people say, 'I don't want an Argentine immigrant here; this is a Chicano position.'"

Many think that universities have added to the tension between native-born and foreign-born Latinos by inflating affirmative action hiring records with foreign-born professors and pitting one group against the other.

Rejecting the Label

Martha E. Gimenez, a sociology professor at the University of Colorado at Boulder and an immigrant from Argentina in the late 1960s, says the term "minority" has a political and social meaning related to a history of exclusion and oppression in the United States that simply does not include her. She rejects the minority label along with the "Hispanic" and "Latina" labels.

> ***"If you define affirmative action as an attempt to overcome the continued persistence and legacy of discrimination, then you eliminate all immigrants from consideration."***
>
> **Rodolfo O. de la Garza, professor of government, University of Texas at Austin**

"It would be politically unthinkable for me to say that I am a minority professor," Gimenez says.

Yet the University of Colorado identifies her as such.

"I feel used," Gimenez says. "I've complained about it. But it is legal, so what can you do?"

But she does what she can. For one thing, she steers clear of panels and committees looking for a minority representative.

"People look at me and think I can represent women of color. I wouldn't know how to be a woman of color if I tried because I don't have that experience. What kind of role model would I be to a Chicano girl? I would be misrepresenting myself. I am a middle-class Argentine. What do I know about growing up in the barrio here?"

Patricia Fernández Kelly, a sociology professor from Johns Hopkins University and an immigrant from Mexico City in 1976, shares some of Gimenez' "minority" experiences. She too shies away from minority-labeled programs and faculty positions, but she still gets called upon to represent the Hispanic viewpoint on panels dealing with multiculturalism and diversity.

Although she has spent her life researching the plight of the Mexican woman in the United States, Fernández Kelly, who comes from an upper-middle-class family, believes she has no right to represent all Hispanics symbolically.

"I have very little in common with predominantly working-class people from Mexico who have endured a very high level of ostracism and segregation and exploitation," Fernández Kelly says.

Seizing the Opportunity

But not all Latino immigrants share the views of Gimenez and Fernández Kelly. Some do wish to take advantage of minority status and affirmative action hiring practices. At the University of New Mexico, Garcia participated on a search committee where a Brazilian-born applicant made it clear that she qualified as a minority candidate and wished to be considered as such. The university affirmative action office agreed.

> **"I would love to see a situation in which affirmative action programs would consider income and general family situation rather than just color and ethnicity."**
>
> **Patricia Fernández Kelly,**
> **professor of sociology,**
> **Johns Hopkins University**

Many Latino university professors, however, view affirmative action as a remedy to right historical wrongs in this country, not as a device for diversity or as a prevention to future discrimination. Therefore, immigrants would be excluded from the programs. But the United States has neglected to clearly define affirmative action as such, and that's where the tension is created, Garcia says.

People who are second-, third-, and fourth-generation Hispanics in this country have contributed in the country's wars, have paid taxes, have been laboring in the most menial jobs, and have been kept from educational, employment, and professional opportunities, Garcia says. They don't think it is fair to give equal affirmative action claims to someone who arrived in this country ten years ago.

Making Distinctions

But the distinction between native-born and foreign-born Latinos might not be as simple as it sounds. What about the native-born children of recent immigrants? How far back do you go?

And should economy and class come into play? What about the 19-year-old children of upper- and middle-class native-born Hispanic Americans? Do they need affirmative action? Do they have a claim to affirmative action? What about the children of recent immigrants living in poverty? Is their claim more legitimate?

Some say "Yes" and some say "No." Fernández Kelly thinks that class and economic need should play a big part in affirmative action programs.

"I would love to see a situation in which affirmative action programs would consider income and general family situation rather than just color and ethnicity," Fernández Kelly says.

But de la Garza disagrees. He believes affirmative action ought to be about correcting the historical discrimination and its legacy, and not be confused with correcting reproduction of poverty and the existence of racism.

"We have to find ways to attack current discrimination and ways to support the human development of immigrants," de la Garza says, "but don't do that under the pretense of affirmative action. Separate the policies—because if you don't, you will end up killing all of them."

Hispanic Outlook welcomes letters on this ever-controversial topic.

High Hopes in Houston

University Focuses on Programs for Urban Students

by Amelia Duggan

The University of Houston (UH) is opening the doors of opportunity for the urban students in its community through a special pilot program targeted at Blacks and Hispanics. Generated by the UH president's office, the Urban Experience Program seeks to recruit, retain, and propel students toward graduation. Students receive academic scholarships, internships, and individualized instructional support services in order for them to maximize their potential.

Comprised of 50 students for the 1995-96 academic year, the program draws from a pool of first-time first-year and sophomore students who are selected on the basis of demonstrated or potential ability for campus leadership, community service, and academic achievement.

"The screening process is designed to bring a diverse pool of students to the program," said Laura Murillo, director of the program. "We conduct comprehensive interviews, talk with parents, examine grades and income, and ask students to provide an essay before we make our selection. As a result, we are better able to see the scope of retention by having a mix of students."

Murillo, who herself is a product of an inner-city environment in Austin, earned her degree in journalism and is currently working on a master's degree in higher education at the University of Houston. She remembers the difference that the Center for Mexican Studies (which helps to administer the Urban Experience Program) made in her personal pursuit of education and opportunities, and she remains committed to the importance of programs of this kind.

"It is evident that we have the power to change the lives of our students," Murillo said. "This department helped me get through school, and I feel it is my responsibility to help others. I enjoy helping the students achieve their goals."

Program Components

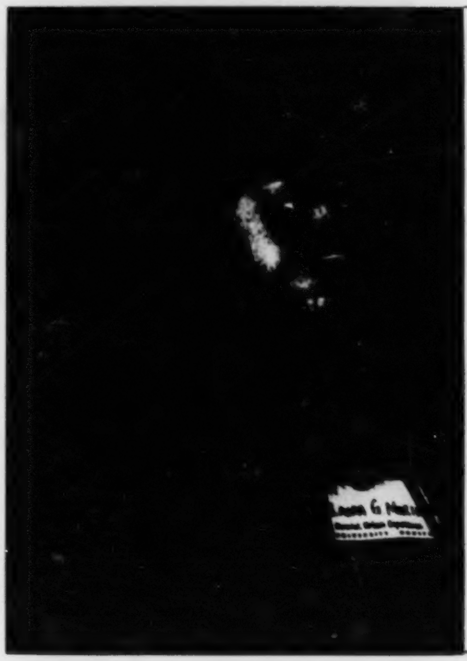
Each student receives a scholarship of up to $2,500 to cover tuition, fees, and books. Students are encouraged to live on campus in order to build a sense of community. Private funding from local businesses is obtained to underwrite these expenses. An annual banquet, attended by more than 300 people, netted $25,000 for the program, and NASA contributed another $20,000.

Participants intern for 10-15 hours per week in corporate, human services, or academic organizations that provide them with valuable work experience and supplemental income. They also spend a minimum of eight hours per week with assigned tutors to augment their studies.

And that can make the difference to students like George Cavazos, a sophomore biology major. "My grades have improved tremendously with the support I got from this program," he said.

In addition, students are paired with mentors in their chosen fields who provide them with guidance and with important contacts to help them secure positions after graduation.

"We take average students who are motivated to excel and show them the importance of achieving academically," said Murillo. "They understand that the university is here to help them succeed in college and to provide introductions to business and community leaders that will be beneficial to their future."



"It is evident that we have the power to change the lives of our students."

Laura Murillo,
director,
Urban Experience Program,
University of Houston

In selecting the mentors, Murillo looks for a mixture of faculty from the university, businesses, and the community. The students meet their mentors for lunch, visit them on their jobs, and share ideas and advice for career planning.

In addition to their classroom studies, students attend workshops on leadership skills, resume writing, interview techniques, computer skills, and conflict resolution. Cultural and social activities are also planned to help students develop the interpersonal skills needed for success in the workplace.

Parents also play a role in the success of the program. With the university, students and their parents enter into an agreement outlining the expectations and responsibilities of all three parties. Parents attend periodic review sessions and participate in program evaluations, helping them become more supportive of their children's educations.

Evaluating Student Success

Early data indicate that students in the Urban Experience Program have achieved success. The program evaluation process documents student experiences and opinions through a series of personal interviews and also includes measurements of student performance, retention rates, and graduation rates.

The average grade point average for first-year students in the program is 3.02 compared with 2.14 for all Hispanic first-year students at the University of Houston. Eighty percent of these students are also taking heavier course loads in their second semesters.

Diana Galvan, a second-semester business and accounting major, attributes her success to the program, which she learned about from her high school teachers.

"Without tutoring, I don't think I could pass my college algebra class," Galvan said. "I am more confident now. The program has changed my attitude towards studying."

Galvan also expressed the importance of campus housing, which is a feeling shared by many of the other students in the program.

"Before I was selected, I had to take several buses to get to school. Living on campus really helped me with my studies. I am so grateful to the Urban Experience Program."

Students believe that living on campus enhances their total college experience.

"It has been easier for me to take advantage of the services offered at UH," said Juanita Morales, a sophomore business major. "I have no transportation, but I can still go to class, work, and enjoy a social life on campus."

What Lies Ahead?

Murillo indicated that she is still waiting to hear whether or not the university will make the program a permanent part of its retention efforts. Currently, admission is full, and funding is yet to be determined. However, Murillo seems confident that financial resources will be secured and that the program will continue to succeed.

"We have raised more than $70,000 in private funds for the Hispanic components of this program. We have tremendous community support, and we know we're making a difference in helping our students achieve in college and beyond."

HO

Grand Rapids Community College, established in 1914, is the oldest community college in Michigan and one of the oldest in the nation. GRCC offers more than 1,000 liberal arts and occupational courses, supporting a student population exceeding 13,000 each semester and employing over 900 full-time faculty and staff.

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Grand Rapids Community College

Dr. Patricia Hernandez

Abilene Christian University

by Keith Owens

[redacted]

For Dr. Patricia Hernandez, teaching isn't just a job—it is one of the most important ways she knows to demonstrate her commitment to others.

Ideally, this is the way all teachers ought to be, but as many a student can attest, finding one who fits this mold can be a difficult task indeed.

If her compassion and commitment were all that stood out about the assistant professor of biology at Abilene Christian University, that would still place her in the company of a treasured few—but it is hardly all. Hernandez, still relatively young at 41 years of age, is the only Hispanic female Ph.D. in Abilene, Texas. She is also an elected member of the ACU Faculty Senate and is a popular speaker at Faculty Scholars luncheons.

Furthermore, Hernandez serves as chair of the ACU Ethnic and Cultural Enrichment Committee. As chair, she works hard to help students of color adjust to the predominantly white campus, yet she also tries to help the campus community as a whole to recognize and benefit from the culturally diverse backgrounds of those students. As ACU President Dr. Royce Money says, "Dr. Hernandez is an example to the Hispanic students on our campus."

But, as Money also points out, Hernandez is valued not only by Hispanic students but by all those fortunate enough to have her as a professor.

"Pat is one of those professors who takes a great deal of personal interest in her students, both inside and outside the classroom," he said.

Dr. Dan Brannan, chairman of the ACU biology department, also describes Hernandez as "very caring and compassionate." As an example, Brannan says that Hernandez frequently invites students to her home, giving generously of her own personal time beyond what is required.

Hernandez offers her own view on why she goes so far out of her way for her students: "We really do try to be family here," she says.

Admittedly, part of the reason for the family atmosphere described by Hernandez is the small size of the campus. There are only 4,500 students, approximately 200 of whom are either African-American or Hispanic. Among the faculty, Hernandez says there are no more than "four or five" of color.

TITLE: [illegible]

INSTITUTION: [illegible]

HER PROUDEST MOMENT: [illegible]

A QUOTABLE QUOTE: [illegible]

EDUCATIONAL BACKGROUND: [illegible]

Hernandez doesn't believe that there is much racial tension on the campus, and she remains very enthusiastic about her job and the university. She nevertheless does not deny the need to educate and sensitize her fellow faculty members to issues of diversity and multiculturalism. She says, "We [the United States] have more history than the history some of the faculty focus on."

In an effort to remedy what can sometimes be a touchy situation, especially as one of so few minority professors, Hernandez likes to emphasize the common-ground approach rather than accentuate the things that divide. In her own words, she likes to stress "how really connected we all are."

A strong belief in that connection is also one of the reasons why she was attracted to biology. Hernandez believes that biology makes it pretty hard to dispute the essential elements that link all people together as part of the same human family. Unfortunately, she affirms, family consists of a wider circle than many are willing to acknowledge.

"One of my premises is that people don't take the time to get to know each other; therefore they don't get out of their comfort zone," said Hernandez.

No doubt, her strong belief in "Christian" values is an added factor that makes it easier for Hernandez to see a connection among people that goes deeper than skin color. Admitting that prayer plays a large part in her life, she says, "I try to relay scripture in my teachings a great deal."

Florida Gulf Coast University
Department Chairs
College of Business

Florida Gulf Coast University, located between Ft. Myers and Naples, will open in **August 1997** as the state's tenth public university with an opening enrollment of 2,500 students. FGCU is committed to implementing, supporting and rewarding new and innovative techniques through which teaching occurs, research is applied, scholarship is defined, and service is rendered. The new business college represents a unique opportunity to create academic programs in a team management environment, and recruit faculty to support the success of those programs. College academic efforts will be characterized by the integration of business skills across the curriculum, team approaches, and the use of technology to enhance and distribute education. These positions will provide leadership in the academic areas of accounting, management, marketing, finance, and/or information systems. We are accepting applications for these leadership roles in any of the five stated academic areas.

The successful candidates will have an earned Doctorate in business or business-related discipline and a record of academic accomplishment and promotion in a college of business, a proven ability to recruit and develop faculty, be committed to a multi-cultural student and faculty environment, have an interest in working in an innovative and entrepreneurial atmosphere, and possess a well-founded understanding of academic program excellence. Knowledge of educational technology and experience in developing academic and business partnerships are preferred.

SPECIAL POSITION NOTES: The organizational structure of the College will in part be determined by the chairs' academic areas(s) after July 1, 1996.

Appointments will be made at a faculty rank commensurate with the candidate's experience on a multi-year appointment basis, available after *July 1, 1996*.

TO APPLY: There is no formal application form. Apply under position #11137 submitting two packages, each package must include a letter of interest (identifying your academic area and detailing how your education, experience and skills meet the description of duties), curriculum vitae and a list of five references **postmarked by April 12, 1996** to **FLORIDA GULF COAST UNIVERSITY, Director, Human Resources, Position 11137, 17595 S. Tamiami Trail, Suite 200, Ft. Myers, FL 33908-4500**

Finalists will be required to provide official transcripts. For specific descriptions of duties, please call the 24-hour jobline at 941-590-1111 and access the "Faculty" selection from the menu or call the Office of Human Resources at (941) 590-1072. Under Florida's Public Records Law, applications submitted are available for public review upon request.

Florida Gulf Coast University is an Equal Opportunity Equal Access Affirmative Action Institution which has a commitment to cultural, racial, and ethnic communities and encourages women and minorities to apply. It is expected that successful candidates share in this commitment.

Beyond the reading of scripture, Hernandez works hard to act on her beliefs. In 1993, she accompanied a group of students to Tijuana, Mexico, to build houses for the poor. That same year, she also collaborated with a local elementary school teacher to launch a program called "Brainlink" in association with Baylor College of Medicine. The purpose of the program was to teach students about the central nervous system.

Hernandez' strong religious beliefs—and her motivation to act on them—comes from her very tight-knit family, which includes a brother and a sister. When she was growing up, she had an especially close relationship with her father.

"My dad and I had breakfast every Saturday when I was growing up. We still call each other every Saturday," she said.

And as she told a reporter several years ago in a feature for the *Abilene Reporter-News*, "Discipline, perseverance and sacrifice—my parents taught us to pay cash, not interest. Time together was very important. We rarely watched TV, and every Friday night was family dinner night. Dad would come home from work and take us all out to eat."

A fourth-generation Texan, Hernandez was born in Del Rio, Texas, and raised in Corpus Christi. She received her bachelor's degree from Texas A&M University-Corpus Christi; a master's degree from Corpus Christi State University; and a doctorate from Texas Woman's University. Before arriving at ACU as a professor, she taught at both San Jacinto Junior College and del Mar College.

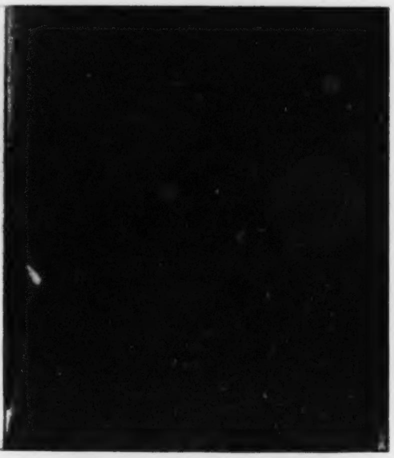
Hernandez easily admits to a strong love of her native state and has no plans to leave anytime soon. In fact, aside from a relatively brief period she spent as a vocational missionary in St. Croix, Virgin Islands, more than 25 years ago, Hernandez has rarely wandered far from her family and her roots.

Nevertheless, that brief stint, from 1979-80, is largely responsible for her career choice. It was during that year that Hernandez wound up teaching Bible classes at the missionary—and discovered how much she liked it. Even her best friend once told her, "Pat, you really ought to be a teacher."

Hernandez confesses that the lengthy amount of time she spent pursuing an education wasn't just a matter of trying to learn as much as she could and to be prepared for the job market. She was also struggling to figure out what she wanted to do with her life once school was over.

But once she knew, the rest seemed to flow. And fortunately for ACU, her decision to be a teacher continues to help the small university produce students who are not only more informed about biology but more aware of a need to commit themselves to the betterment of others with what they have learned. Biology they learn in the classroom. Commitment they learn through her example.

> ***"Discipline, perseverance, and sacrifice—my parents taught us to pay cash, not interest."***
>
> **Dr. Patricia Hernandez, assistant professor of sociology, Abilene Christian University**



WOMEN VOTERS CAN MAKE THE DIFFERENCE — CONGRESS IS KEY

by Anne L. Bryant

Anne L. Bryant is the executive director of the American Association of University Women based in Washington, D.C.

As television coverage of this year's election campaign switches into high gear, we will all be seeing more and more of Bill Clinton, Bob Dole and the rest of the presidential candidates. We'll get to know their wives' names, their favorite slogans, and their touching life stories as we consider whom we want to elect as president of the United States.

But this year's election will determine much more than who will occupy the Oval Office. As a woman who watches Washington, it's never been clearer to me that, regardless of who is in the White House, Congress will continue to be a key player in developing and shaping the policies that affect the lives of American families.

What was sold to the public as an honest effort to re-examine and reform federal programs has become simply an exercise in cutting funding, even for education programs. Hanging in the "balance" of budget talks between the Hill and the White House are the lives of the poor women and children.

The women we have talked to know how important it is to invest in education. They are surprised when we tell them that at a time when American students are falling behind German, French, and Japanese students in critical areas such as math and science, the House of Representatives voted to cut dramatically and even to eliminate education programs such as Goals 2000, the program that provides federal funds to states to develop their own standards and also funds the development of voluntary national standards.

Research at AAUW shows that women across the board understand the value of the Head Start program, which helps pre-schoolers develop the physical, mental, and behavioral skills to succeed in school. They would no doubt find it hard to believe that Congress is planning to cut Head Start by $137 million, effectively cutting 45-50,000 underprivileged kids out of this program.

> ***"What was sold to the public as an honest effort to re-examine and reform federal programs has become simply an exercise in cutting funding, even for education programs."***
>
> **Anne L. Bryant,**
> **executive director, AAUW**

We found that crime in the schools is a major concern for women with school-age children. Most women don't know that the House voted to cut a federal violence and drug prevention program by 57 percent.

The proposed cuts of $3.7 billion in education, including funding for student loans, will make it significantly more difficult for American children to be prepared, both academically and financially, for higher education.

After witnessing this legislative blitz to cut education and other programs aimed at women and children, and after discovering how little information women have about Congressional activities, AAUW launched a campaign last year to provide women with information they can trust so that they can elect a Congress they can trust..

In coalition with over 40 national organizations—such as the YWCA, MANA (a national Latina organization), and the National Political Congress of

ASSISTANT DIRECTOR
Facilities Management

Outstanding opportunity for individual with progressive professional experience in Facilities Operation and Management. This management position plays a key role in the University's energy and utility management, and the maintenance, operation, renovation, and upgrading of HVAC systems, energy controls and fire and life safety systems, in addition to other complex mechanical systems throughout the campus. The selected individual will provide leadership to the Facilities Management Department and the University in these extremely important areas. Excellent working knowledge of energy management, utility contracts, HVAC and controls operations and design are required. Successful candidates must demonstrate excellent leadership and communication abilities. The University provides an excellent and challenging professional environment. Salary negotiable. Filing deadline: March 22, 1996. Refer to job #407 when sending resume to:

California State University, Long Beach
Office of Staff Personnel
1250 Bellflower Boulevard
Long Beach, California 90840
AA/EOE

The Richard Stockton College of New Jersey is an innovative, residential, undergraduate liberal arts and sciences college, with a student body of 5500 and a recognized record of recruiting a diversified student body, faculty, and staff. The College is located on a 1600-acre wooded campus in the Pinelands of New Jersey, 15 miles from the Atlantic Ocean, 1 hour from Philadelphia, and 2-1/2 hours from New York City. The Richard Stockton College of New Jersey seeks nominations and applications for two positions, ***Associate Vice President for Academic Affairs and Dean, Faculty of Professional Studies.***

ASSOCIATE VICE PRESIDENT FOR ACADEMIC AFFAIRS

The Associate Vice President reports to the College's Vice President for Academic Affairs. The roles of the Associate Vice President are: 1) Assist in the preparation of the budget, manage and monitor budgets within Academic Affairs; 2) Oversee, as appropriate, the applications of standards for probation, academic dismissal, honors, and graduation, and assist in the resolution of student problems related to academic policies and procedures; 3) Serve as liaison between the Vice President and various college offices and committees; 4) Liaison to Governor's School on the Environment; 5) Serve as liaison in the maintenance of articulation agreements with the graduate schools; 6) Develop articulation agreements with other State schools, e.g., medicine, dentistry.

Qualifications:

- An earned doctorate
- Evidence of successful teaching and scholarship
- Evidence of significant administrative experience in the areas of curriculum and program development and academic support services
- Experience with computer-based information systems
- Familiarity with a collective bargaining environment
- A commitment to diversity, and
- Excellent interpersonal and communication skills

This is a non-tenured management position. Salary is commensurate with qualifications and experience. ***Screening will begin April 15, 1996.*** Position is available July 1, 1996. Applications must include a letter of interest and curriculum vitae. Nominations, applications and three letters of reference should be sent to ***Dr. G. Jan Colijn, Chair, Associate Vice President Search Committee, Office of Academic Affairs, The Richard Stockton College of New Jersey, AA51, Pomona, NJ 08240.***

DEAN, FACULTY OF PROFESSIONAL STUDIES

The Division of Professional Studies consists of 47 full-time faculty strongly committed to undergraduate teaching, community service, and research, and includes majors in Business Studies, Information and Computer Science, Nursing, Physical Therapy, Speech Pathology and Audiology and Public Health. The Dean manages the Division, exercises curricular leadership, develops and administers the budget, oversees and monitors faculty development, manages faculty recruitment and evaluation, and participates in overall academic planning. The Dean reports to the Vice President for Academic Affairs.

Qualifications:

- An earned Doctorate or academic degree appropriate for the Division
- An academic record that would merit appointment at the rank of Associate or Full Professor
- Four years of academic administrative or equivalent experience
- A strong commitment to excellence in teaching
- An understanding of the role of scholarship and service in undergraduate liberal arts education and professional studies

Salary is competitive and based on qualifications and experience. ***Screening will begin April 15, 1996.*** Position is available July 1, 1996. Applications must include a letter of interest and curriculum vitae. Nominations, applications and three letters of reference should be sent to ***Dr. Lisa Calamidas, Chair, Dean Search Committee, Office of Academic Affairs, The Richard Stockton College of New Jersey, AA51, Pomona, NJ 08240.*** Stockton College is an AA/EOE. Women and minorities are encouraged to apply.

Black Women—the AAUW Voter Education Campaign is providing factual, straightforward information on the way Congress voted on the issues that matter to women. From the Internet to the laundromat, we are reaching out to every woman we can through the grassroots activities of our 152,000 members, through our national fax and e-mail network, and through our website on the World Wide Web. Between now and November, women across the country will be organizing to change the political landscape in 1996 and beyond.

Women can make a difference by electing a Congress that will stand up for the needs of women and families.

> ***"Hanging in the 'balance' of budget talks between the Hill and the White House are the lives of the poor women and children."***
>
> **Anne L. Bryant,**
> **executive director, AAUW**

The AAUW Voter Education Campaign is available at the AAUW website at http://www.aauw.org or call 800-326-AAUW, ext. 147, to find out how to develop voter-education activities in your community. Or, write to: Voter Education Campaign, AAUW, 1111 Sixteenth St., N.W., Washington, D.C. 20036-4873.

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AACC Convention · Open Door Policy · Dr. Ramon H. Dovalina · LANA · Workforce Training

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THE HISPANIC Outlook IN HIGHER EDUCATION

COMMUNITY COLLEGE MONTH

American
Association
of
Community
Colleges

“You have important work to do.”

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President Clinton addressing the American Association of Community Colleges 75th Annual Convention

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Recruiting Latinos into Academia

by Ines Pinto Alicea

Latino faculty seeking new jobs and Latino students interested in pursuing graduate degrees have two programs they can turn to for some help and some exposure.

Latinos—including those interested in moving to a new job or who are individuals interested in teaching at a college or university for the first time—can get their names out to colleges and universities seeking minority candidates. The National Minority Faculty Identification Program, created in 1985 at Southwestern University in Georgetown, Texas, matches first-time or experienced faculty with available positions.

Latino undergraduate students interested in furthering their studies can also get their names known in the academic community. The University of New Mexico's Southwest Hispanic Research Institute publishes an annual directory of Latino college students from around the country with at least 15 semester hours of credits and a 2.8 grade point average.

The directory is shared free of charge with universities nationwide that are interested in recruiting minority graduate and doctoral students. The program, known as LANA, the Latino/Native American Network, is run by Eligio R. Padilla, director of the institute and associate dean of graduate studies at the university in Albuquerque. The goals of LANA are to make Latino and Native American students more aware of the options and opportunities beyond the bachelor's degree and to increase the pool of applicants for doctoral studies.

"Our underrepresentation in the professions—such as law, medicine, education, and business—is recognized, and many strong students are understandably drawn to the professions," Padilla said. "However, the need to have our voices heard in more traditionally academic fields such as history, philosophy, sociology, and economics is just as significant and possibly more so."

While the two programs, LANA and the National Minority Faculty Identification Program, serve two different purposes, that of minority faculty recruitment and minority graduate student recruitment, they both have one thing in common—to increase the number of Latinos at colleges and universities across the country. According to the American Council on Education's *13th Annual Status Report on Minorities in Higher Education*, Hispanics represent only 3.4 percent of all graduate students and only 2.2 percent of all full-time faculty in higher education.

"This program really is designed to serve as a bridge to minority faculty candidates and colleges and universities looking for faculty," said Valarie Childs, associate director of the National Minority Faculty Identification Program.

Those interested in participating in the faculty identification program should send their credentials to Southwestern University, National Minority Faculty Identification Program, P.O. Box 770, Georgetown, Texas 78627-0770. Highlights from participants' resumes are included in a directory that is published four times per year. There is no charge to have one's credentials listed. Participants must update their information every year to continue to be listed. Institutions interested in a specific candidate can request that a full resume be sent to them. Last year, 262 institutions from all over the country subscribed to the directory and made more than 2,000 requests for additional information from candidates.

"Unfortunately, we don't have follow-up contact with the institutions to know if they interview and place the candidates at their universities," said Childs, adding, however, that 55 percent of the people who sent in resumes had at least one request for more information from an interested university.

The ethnic distribution of last year's participants was as follows: 11 percent Latino, 26 percent African American, 8 percent Asian, 2 percent Native American, and 2 percent Near Eastern, Childs said. While resumes are requested for all disciplines, Childs said people with nursing Ph.D.s are in particular demand now.

LANA, based at the University of New Mexico, is trying to boost the number of Latinos pursuing graduate degrees by reaching them earlier in their academic careers, before they make important decisions like choosing to get a job after a bachelor's degree instead of continuing their studies.

Programs similar to LANA already exist, but they do not reach students until their senior year, when many of them have already decided what their next step will be, or the programs do not have a national focus, Padilla said. For example, the Educational Testing Service's Minority Graduate Student Locator Service typically reaches students in their senior year after they register to take the Graduate Record Exam. Another similar program, the Western Name Exchange, of which Padilla is chairman, offers a directory of minority students interested in pursuing graduate degrees, but the directory is made available to only 25 colleges and universities in the West that participate in the program, he added.

In the 1994-95 academic year, more than 1,400 students from 106 institutions throughout the country enrolled in LANA. More than 238 institutions received the directories and sent students information about their graduate and doctoral programs.

Students interested in obtaining more information about LANA can call 1-800-SIN-LANA or write to Eligio R. Padilla, director of the Southwest Hispanic Research Institute, University of New Mexico, Albuquerque, N.M. 87131.

Christopher Villa, assistant dean of minority recruitment and student affairs at the University of Utah Graduate school in Salt Lake City, said he believed LANA was an important program because professors who work with minority undergraduates often focus on those who are most at risk of dropping out of college and "don't do enough to promote graduate studies" for those who are more likely to graduate from college.

"We don't spend enough time talking to them about graduate school," Villa said. "But that heightens their awareness of graduate school opportunities."

The Spirit of 76

AACC Holds 76th Annual Conference

by Roger Deitz

With three-quarters of a century of service to its credit, the American Association of Community Colleges (AACC) convenes its 76th annual convention on April 13 in a spirit of "reflecting." The conference will run through April 16 at the Atlanta Hilton & Towers in Atlanta, Ga., promising to point the group in the right direction for the year 2000 as it asks members to "consider the course that brought us to where we are going."

Community colleges represent 11 million students across the nation. Over 55 percent of Americans have experienced the community college. Because the impact of community college education has grown in past decades, the annual meeting of the AACC is generating greater interest among educators and is attracting a growing number of attendees who use the meetings to remain on the cutting edge of technology, theory, and practice.

The AACC notes that among the new roles assumed by community colleges, an important development is in the area of workforce training. As companies downsize and technology is changing, many returning students are reaching out to community colleges for retraining and renewed careers. This issue will be discussed at the coming session.

Community colleges have also become a primary conduit for minority participation and mainstreaming. With population changes, community colleges containing ESL programs are a door through which Hispanics and other minorities can pass in their quest to access the American dream. It is clear that such concerns make the Atlanta session a most significant meeting.

Norma Kent, director of communications for the AACC, points out that bringing so many community college professionals together at one convention facilitates the process of growth and development.

"This is one of the few events each year that appeals to the entire community college community. We attract administrators and faculty from across the gamut. We are, in effect, the conveners each year of discussion and presentation of information relevant to community colleges," she says.

The American Association of Community Colleges has approximately 1,300 members. Among these are two-year member institutions comprised of community colleges, technical colleges, and junior colleges, as well as associate and corporate members.

> ***"We hope participants will take away challenges to themselves, come away with new ways of thinking and new ways of approaching their work."***
>
> **Mary Ann Settlemier, director of meeting and council relations, AACC**

The AACC symposia usually attract from 2,000 to 2,500 attendees. Last year President Clinton addressed the group, an indication of the importance placed on the organization and its convocation of educators.

This year's event has "reflecting" as its theme. Just a few years shy of the close of the 20th century, it seems an appropriate time for the group to look back at where it has been and forward to where community college education is headed. Kent says that now is a good time for the membership to identify important areas of concentration and to decide where the emphasis should be as the group takes its next step onward.

"What our attendees value most is the opportunity to get together with their peers and discuss common problems and common programs," Kent observes. "Good ideas come from just sitting down with your peers and sharing issues and ideas."

For this reason, Kent finds the term "reflecting" a most appropriate title for a conference.

"We try to bring the highest caliber of presentation and speaker we can get each and every time we have one of these conventions," he adds.

Robert Atwell, president of the American Council on Education, which represents both two- and four-year institutions, will be one of the primary keynote speakers. He is slated to give a broad vision of where higher education is going and how community colleges fit into that total picture. Jeremy Rifken, author of *The End of Work*, will also deliver a keynote talk. He will discuss his vision of our technologically changing times.

ASSOCIATE PROVOST FOR STUDENT SERVICES

Dean of Students

The University of Wisconsin-Green Bay seeks applications and nominations for the position of Associate Provost for Student Services/Dean of Students. This position reports to the Provost, is a member of the Provost's staff advising on matters related to students and student services and is responsible for policy, budget, personnel, programs and planning within the student services division. *Units reporting to this positions are:* Dean of Students Office, Student Life, Residence Life, Student Health Services, Counseling and Student Development and Career Counseling and Placement. Enrollment Services areas (Registrar, Admissions, Financial Aid, Academic Advising, Educational Support, Multicultural Services and the American Intercultural Center) report to the Assistant Vice Chancellor for Enrollment Services, who reports to the Associate Provost. The Dean of Students serves as Investigating/Discipline Officer on student conduct, is liaison to the Student Government Association and also has responsibility for alcohol and drug education/awareness programs and for student orientation.

The University of Wisconsin-Green Bay is a comprehensive regional university, widely recognized for its innovative interdisciplinary curriculum. The University enrolls more than 5,000 students in approximately 40 programs of study and awards degrees at the associate, bachelor's and master's levels. Founded in 1965, UW-Green Bay offers modern and well-equipped learning resources that include its computer center, art and music studios, laboratories, the Weidner Center for the Performing Arts, and a library rated amount the finest in the state.

Master's Degree required, earned doctorate preferred. Must have demonstrated experience in management of programs, personnel and budget. Must have a record of progressively responsible administrative experience addressing the broad range of functions traditionally found within the student services area in a university setting. Must have excellent oral and written and interpersonal skills and qualities of leadership and enthusiasm for working in an innovative, interdisciplinary academic setting.

Starting date is 1 July 1996 and salary is based on education and experience.

Applicants should submit a letter of interest, vita and names, addresses and phone numbers of three persons who can serve as reference. Applications should be sent to:

Chair of the Search
and Screen Committee
Provost's Office, CL805
University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311-7001
Telephone: 414/465-2334

Applications must be received by 12 April 1996.

Unless confidentiality is requested in writing, information regarding the applicants must be released upon request. Finalists cannot be guaranteed confidentiality.

UWGB is an AA/EO employer.

Session workshops and preconvention workshops in such topics as Presidential Leadership, Stategies for Enhancing Your Financial Future, Linking Community Colleges to Work-Based Learning, and Establishing and Maintaining an International Education Program are on tap for this year.

Mary Ann Settlemier, director of meeting and council relations, is also excited about the quality of the speakers and the breadth of the workshop program topics scheduled this year, which will include no fewer than 125 concurrent sessions. She reports that all of the programs will have something to do with the subtopics of image, students, programs, resources, leadership, and accomplishments.

"Actually, this is the first step or part of a five-year theme selected by the Board of Directors that will take us to the year 2000," Settlemier says. "This first part, reflecting, is an exercise in taking stock of where we should be going in the next century."

Settlemier sees the conference as beneficial to community colleges as a group and also as a must for the individual community college educator. "Educators will take away new information, as well as a reinforcement of their own worth—of the importance of the work they are doing. We hope participants will take away challenges to themselves, come away with new ways of thinking and new ways of approaching their work. We try to stimulate critical thinking and suggest new approaches that might not have been considered. These are beneficial things that should grow out of one's exposure to the issues presented at the conference.

"In addition, we have an exhibit hall—the Academic Market Place—which is an integral part of our meeting. The software and services exhibited there can be a great deal of help to our member institutions."

Settlemier says the AACC is doing several new things in terms of getting the word out about the convention. All of these efforts are aimed at keeping the membership better informed.

The first innovation comes in the form of a computer disk that is being mailed out to everyone who is registered for the conference. The disk contains the currently updated meeting program, copies of which may be printed out by the user's own computer system. Also residing on the disk is a detailed tour of the exhibit hall. It is called a "virtual exhibit hall" by the AACC because it locates all vendors so that one can preview the exhibition room before arrival in Atlanta. Through the wonders of cyberspace, program highlights are updated daily on the association's own web site home page.

"We've gone high-tech in an effort to get the most usable, current information to our membership. New information is available daily to keep the conference attendees updated, and we know that these innovations have been very popular with our convention goers," says Settlemier.

Anyone seeking information about the 76th Annual Convention of the American Association of Community Colleges should call Delaine Smith-Clark at 202-728-0200, extension 236, or contact Mary Ann Settlemier or Monica Jackson at extension 231. (The internet address is msettlemier@aacc.nche.edu). All events will take place at the Atlanta Hilton and Towers and require registration. Group discounts are available.

Commitment Beyond the Classroom

Community College Educators Share Their Mission

by Michelle Adam

The accomplishments of community colleges and their staffs are often dwarfed by the achievements of more prestigious four-year universities. But considering that more than one-third of all community colleges nationwide enroll Latinos, they serve as an important door to Latino success. Many Latino students attending two-year colleges are the first in their families to pursue higher education and work hard to survive the rigorous demands of family, work, and schooling.

Hispanic Outlook selected three Latino educators from community colleges and asked them to describe their accomplishments and contributions to Latino students. These educators carry their own stories of struggles through the ranks of academia, and as individuals who value the importance of education for success, they serve as role models and mentors to a new group of Latino students.

BRUNI NUNEZ CRONK

Bruni Nunez Cronk often phones her students before her Spanish and social science classes at Golden West College in California. "I'm on my way to class. You better be there," she tells them. They sometimes forget, or oversleep, or find the load too hard. She's watched Latino students, as early as their elementary years, give up on education, their faces showing early signs of the intent to drop out of school.

But Cronk, who is also Latino, doesn't give up so easily on students who have made it as far as college. She fought hard for her own education, attending classes while trying to raise three children. The financial, familial, and lingual challenges Latinos often face while attending college are all too familiar to her. And that's exactly why she pushes students to take the extra step. "Because you've taken the time for them, they take the time for you," said Cronk.

Cronk worked initially as a volunteer in the elementary schools her children attended. She assisted Latino students who, she said, were pushed to the back of the class because they didn't understand English. It was there that she was persuaded to go back to school, although she had never completed her bachelor's degree. "You are meant to be a teacher," she was told. Cronk realized then that, although difficult, her children would be better off through her example if she attended college.

Ironically, Cronk was first hired by Golden West College as a bilingual instructional aide coordinator. She went right back into the schools to find teachers' aides like herself and convince them to pursue a degree in teaching. She taught them methodology and Mexican American history and culture.

"Many of them didn't know how to teach. Many of them weren't familiar with the different cultures of Latin America," she said. Most of her students were women whose husbands didn't want them going to college. Cronk often drove them to school because they didn't have transportation.

Bruni Nunez Cronk

"These people—their hearts and minds were there," she said of her students, whom she saw follow on to four-year universities and become principals and teachers.

Cronk's stories are woven into the multiple ways she has given back to the Latino community, both inside and outside of Golden West College. In the early '80s she went into the classroom full time, which opened up time for teaching evening classes to local residents. She taught Latinos how to read and write in their own language, the first step to learning the equivalent in English.

"Their little kids were going to school. If they were going to be good role models, we had to educate the parents too," said Cronk. Mostly women would arrive at class, exhausted after a full day's labor, and she would encourage them to follow their heart and maintain their determination. Cronk described how the men would stand in the back of the class, waiting to take their wives home.

"The men were embarrassed. They didn't want me to know they couldn't write," said Cronk. Soon enough, however, they joined the class. "I knew that the only way you could get somewhere was through education," said Cronk, who recalled helping her own mother with homework.

During the past five years, Cronk has served as director of the Intercultural Center, a model throughout the country. Under Cronk's leadership, the center offers students a home base, a place to develop language skills and to feel comfortable in a college setting. Latinos, who represent 12 percent of students on the campus, often congregate at the center. Volunteers from the local community tutor and mentor students in language skills, and activities are developed to promote understanding between Latinos and the larger community. Cronk envisions the center becoming a far-reaching vehicle for bridging cultural differences among students, faculty, and community residents. "I want to weave it (the center) into the fabric of our community," she said.

In whatever she pursues, Cronk believes strongly in giving back to her own. As a four-year member of Los Amigos of Orange County, she organizes 3,500 kindergarten students annually to visit Golden West College and begin their process of thinking about the future. She received a 1991 Outstanding Educators Award from the Irvine Council of the League of United Latin American Citizens (LULAC) for her contribution to the organization. Cronk was also given a United Way certificate for her work with families and communities, and she received her favorite certificate, "The Mother ILSA (Independent Latino Student Association)" award, from the ILSA students she advises. "It's humbling getting awards," she said. "You don't ever want to stop believing in what you do."

David Hudson, dean of language arts, described Cronk as a "real campus leader." "She's a real dynamic, energetic person who is totally committed to helping Hispanic students as well as all students," said Hudson, who has known Cronk for 12 years.

Cronk intends to continue giving to students, reminding them that they have what it takes to make it. Although she hears other colleagues complaining about the deteriorating quality of students, Cronk sees many first-generation students with hope and aspiration.

"If I had a gloomy 'there's no use' feeling, then I'd just stay home and work in the garden," she said. "I see only hopes and promises. I don't want to take that away."

HERNAN YEPES

Hernan Yepes spent his last year researching multiculturalism and diversity as a visiting fellow at Yale. But his research only affirmed what he already knew from working with multiculturalism in his own academic community.

Yepes is an affirmative action officer and bilingual program director at Housatonic Community Technical College in Connecticut, home to the largest minority student population in Connecticut (51 percent). Yepes has concentrated efforts on teaching Latino students the rich backbone of their culture. Instead of intellectualizing diversity, he has introduced students to the younger and older generations of their local community. As Yepes explained, if they understand the values and history that make their culture unique, they will be better equipped to acclimate to the larger multicultural community.

Yepes works as advisor to the Latin American Students Association (A.L.A.S.) on campus, developing cultural continuity programs. He sends students into the community to work with elementary Latino students, as well as with the Latino elderly. "I wanted college students to make contact with different ends of the spectrum," said Yepes.

Housatonic students have tutored and helped first graders in reading and have worked with the Latino elderly in exercising, reading, and conducting oral history projects. The younger children, explained Yepes, have an opportunity to work with their older role models in college and to know that their community cares about their success. The elderly, he said, can pass on stories and values that are important to the Latino community.

Success for Latinos is dependent on developing "one full culture on top of another full cultural experience," explained Yepes. "It is clear that the values our community holds are different than those of the majority of the population."

Born and raised in Colombia, Yepes recalled the challenges of loneliness and language he faced as an 18-year-old student in this country.

"When I first came to this country, no one even looked like me," he said. It's a strange shift from Housatonic Community Technical College, which contains the largest minority college population in Connecticut. Housatonic houses 2,000 part-time students and 500 full-time students in a large, old building. Yepes described how his students crowded into his office when the heat went out during a snow storm. "It's home for people for a couple of years—people who are struggling with jobs and children," he said. "We just make it as effective and personal as we can."

Since Yepes is one of the few Latino faculty on campus, he is often asked to help minority students or students having difficulties with language. As director of the bilingual program, Yepes screens students and their eligibility to partake in

"By making education possible and creating a home for people, I hope I can contribute to the way people attain goals."

Hernan Yepes,
affirmative action officer,
Housatonic Community Technical College

transitional Spanish-speaking classes. He advises them and acts as their counselor during transitions from Spanish to English classes.

As an affirmative action officer, Yepes has been instrumental in increasing the retention rate. Students like Maritiza Santiago, a 26-year-old mother, described him as a friend who had inspired her to continue through with her studies in human services.

"There are many times I've thought about quitting school," said Santiago. "Somehow he talks to me and convinces me that the best thing to do is to continue," she said. As the first in her family to attend college, Santiago has now convinced her sister to pursue a degree as well.

Santiago is a reflection of Yepes' dedication to building students' lives. "By making education possible and creating a home for people, I hope I can contribute to the way people attain goals," said Yepes.

Sometimes, he said, it's a lonely road as one of a few Latinos in his community supporting Latinos groups. But he went on to quote the Spanish poet Antonio Machado: "*Caminante no hay camino, se hace camino al andar.*"

YVONNE GALLEGOS BODLE

Yvonne Gallegos Bodle, a professor of business at Ventura College, has spread her influence far beyond the borders of local academia. Two years ago she was elected to serve as the first Latino faculty representative on the statewide Board of Governors of California Community Colleges. Since then she has worked vigorously to affect policy that will open doors to greater educational access for minorities in her state. Bodle has also used this opportunity to be an example for Latino students, helping them to see the possibilities available to them through education.

Ask Bodle to list her activities and contributions, and you might be slightly overwhelmed. As chair of the board of the governor's committee on state economic development and vocational education, she has been responsible for introducing a successful legislative bill that will change the numbering system of academic courses throughout the California college system, removing a bureaucratic maze that often hinders first-generation students. Bodle has also spoken publicly to Latino students throughout the state, encouraging them during their struggles in academia.

Through her organization, The Future Leaders of America Program, she has taken Latino high school students to the mountains for intensive leadership training. Bodle also ran a summer program in Costa Rica for VC students to study abroad and earn college credit, and she will soon work as the director of an International Summer Institute in Thailand.

The list continues. At Ventura College, Bodle implemented a business research center, exposing students to the local businesses and bridging the gap between the students on campus and the business community. Two years ago, she also received "La Madrina" award at the Latina Leadership Network Conference for being a role model and "trailblazer" to the Latino community. Bodle continues to mentor individual students and to advise Latino focus groups on campus as well.

Bodle realizes how important it is for her to serve as a role model for Latino and minority students. She sees herself as one of several new Latinos affecting the politics of the state through leadership positions.

"I think that just as a role model I can show that if I've done it, anyone else can also," said Bodle.

She recalled with bitterness being tracked early on in high school for business classes that failed to prepare her for college. Bodle had great business skills—typing, shorthand, using adding machines—but when she applied to college, she lacked the college preparatory classes. The anger over her past experience pushed her to go far beyond her own expectations, earning herself an undergraduate degree as well as a master's degree and Ph.D. "Now it's my turn to set policies and help others," she said.

Bodle frowns upon the fact that Hispanics are lagging behind in education, an important step for moving into leadership positions in society.

"Higher education is the key to leadership positions, to success in business and society," said Bodle. "We've got to see that Hispanics are educated," she said, hoping that other Latinos will surpass her footsteps.

Although Bodle's accomplishments are many, sometimes the most rewarding moments for her are personal encounters with students. For her and for many Latino students, community colleges like Ventura are the doors to future success. And students receive the personal attention they need at community colleges from teachers like Bodle.

"The most rewarding thing is talking one on one with students, encouraging them and showing them that someone cares," she said. "It goes a long way."

"Higher Education is the key to leadership positions, to success in business and society."

Yvonne Gallegos Bodle,
professor of business,
Ventura College

Community Colleges and the Open Door: Mission Impossible?

by Gary M. Stern

The issue of whether community colleges should maintain their open door policies or raise standards provokes considerable controversy in educational circles. As political influence against affirmative action mounts, pressure to raise standards, which some say will limit access to minority students, increases. What are the issues concerning community colleges' open door policies? If standards are raised, what effect will this have on minority students? *The Hispanic Outlook on Higher Education* asked several educational leaders from across the country to address these issues.

Suanne D. Roueche, co-author of *Between a Rock and a Hard Place: The At-Risk Student in the Open Door College* (Community College Press, 1993) and director of the National Institute for Staff and Organizational Development at the University of Texas.

Suanne D. Roueche

HO: What effects do a community college's open door policies have on students?

Roueche: It depends on how "open door" the policies are. If colleges believe that students can come in and choose any course they wish to take, then the open door becomes a revolving door. The institutions that have established programs and academic policies that can assess and place students at levels they can succeed in are those that are most successful. These community colleges can point to higher student retention in the first year and eventual higher graduation rates.

HO: Community colleges have served as a launching pad for many minority students seeking higher education. If standards are raised, what effect will this have on minority students?

Roueche: Raising standards should have no effect. The entrance of students isn't the problem. The problem is whether the community college is willing to put teeth into its policies. Colleges should be saying that "We are willing to put you in a course where you can receive the most support and academic help if you enter our program." When students enter an institution, if they are encouraged to achieve higher standards and the college offers academic support systems, the student, whether minority or not, is likely to succeed. It has nothing to do with raising standards as much it has to do with giving students academic support.

HO: What examples of academic support can you cite?

Roueche: More than half of all minority students enrolled in higher education are enrolled in community colleges. If a student requires stronger reading skills, that student should be enrolled in reading courses. There should be a tie between what he [or she] is required to do literacy-wise and what it is that the college is willing to do to help him [or her] achieve that. For instance, a student comes in and doesn't have math skills but wants to take algebra. That won't work out because the student won't be successful. [The student] must first do preparatory math and pass the class, and then [the student is] welcome to enter algebra. I'm talking about teaching the necessary skills. You don't want to discourage someone who wants to become an engineer.

HO: When community colleges have open door policies, what is the dominant effect?

Roueche: It's a welcoming option to a better life. The effect is "Gee, I have a glorious opportunity." The effect is "I have an option."

HO: Then obviously you don't want to see open door policies stifled in any way?

Roueche: No, I want to see it embraced, but I don't want to see a revolving-door situation of students being thrown out. They won't do better unless there are policies in place that do not allow them to commit academic suicide.

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Guillermo Rodriguez, executive director of Latino Issues Forum, a non-profit educational advocacy group, based in San Francisco.

HO: What is your view of open door policies in community colleges?

Rodriguez: Community colleges have long been a vehicle for many states to educate their populations, both in technical skills and as a steppingstone to four-year colleges. They've been the lifeblood of education. Most have had an open admissions policy, requiring a high school graduation or GED, but most of all—students must desire to gain more education. That has served the U.S. well, particularly minorities who have used community colleges as a steppingstone. We're seeing, not necessarily a change in admission policies, but folks are being priced out of community colleges.

HO: What effect will higher standards have on community colleges?

Rodriguez: How do you put a standard on a system that caters to so many needs—job retraining and preparing people for the workforce, among many goals. To create any standards beyond current ones would be a logistical nightmare and would push people away from higher education.

HO: If standards were raised, what effect would that have on minority students?

Rodriguez: We'd see a significant drop in enrollment, not because students can't perform, but it becomes another obstacle. Barriers shouldn't be there.

HO: Concerning open door policy, what would you like to see in the future?

Rodriguez: We'd like to see a continuation and reaffirmation of it. We'd like to see community colleges remain accessible and affordable.

Dr. Leonardo de la Garza, president of Sante Fe Community College.

HO: What is your view of community colleges' open door policy?

de la Garza: I have been involved in community colleges for a quarter of a century. In fact, I am a product of a community college. Had they not had an open door policy, I would not be talking to you. Access is key. We accept all students and take on the challenge of providing instructional and support services to help students get where they want to go. If you establish criteria for admissions like standardized tests, by definition, you are closing the door on admissions. It's no challenge to accept the cream of the crop. We have some, but we also have students who are underprepared.

HO: What kind of support, academic and otherwise, do you offer them?

de la Garza: We have a system of working with students depending on their goals and aspirations. We try to determine where the student is learning-wise, and then we assess that student's learning growth and determine [his or her] capacity to function in a course. We have instructors, professionals, tutors, complete labs equipped with software and hardware in terms of students K-14. For the most part, we focus on three essential areas—reading, writing, and math. It's intensive and expensive, but we are not any different from any other community college in the Southwest or anywhere else. Out of every 10 students, seven or eight require at least one course in developmental work or tutorial help.

HO: What impact would it have on Hispanic students if the open door policy were limited?

de la Garza: You'd close out opportunities in two ways. With standards, we'd be moving toward admitting only the top 20 percent of a class. When we say people are underprepared, it cuts across all students. However, in study after study, the majority of underprepared students are Hispanic. Access to, and enjoyment of, equality and opportunity are more a function of wealth, social economic status, or privilege.

HO: What is your response to people who say that the community college's open door policy is allowing students who should not be in college to enter college?

de la Garza: That amounts to a sentence for our students. The net result of their efforts is that they are not prepared. It is not that they are unintelligent. They have not been challenged. You're pronouncing a sentence, saying, "You are not worthy. You don't have the capacity to learn." By the way, the average age of our students is 35, not right out of high school. The majority of our students have not received an appropriate education before they reached our doors. Until that happens, we would be worse than remiss.

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> **Santa Fe Community College**

Dr. Tessa Martinez Pollack, president of Glendale Community College, Glendale, Ariz.

HO: What is your view of the open door policy?

Martinez Pollack: Open door policy is at the foundation of community colleges. We are about accessibility. If not here, then where?

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Dr. Ramon H. Dovalina

Right at Home at Laredo Community College

by Roger Deitz

The life histories of Laredo Community College (LCC) and its president— Dr. Ramon H. Dovalina— look like parallel lines.

Established in 1947, the college has served the rapidly transforming U.S.-Mexican border community of Laredo, Texas, for nearly 50 years. The relatively young college president is just slightly older than the school he guides. Laredo is also Dovalina's hometown. The educator grew up a few blocks from the college (then Laredo Junior College) that he attended for two years before joining the Marine Corps.

The campus was established on the site of historic Fort McIntosh, active in World WarII. It also resides on a former army post originally constructed in the 1850s. Dovalina's great grandfather served there and broke in horses for the cavalry at the fort, and his father played baseball on the grounds. As an avid devotee of Laredo's past, Dovalina has carefully researched the military post and campus that boasts many of Laredo's landmarks.

Now only six months after taking the helm of LCC, Dovalina has put his stamp on the college's future as well. Mindful of the fact that he and the institution share a common past, he is energetically guiding the school's next stage of growth.

In a few short months, Dovalina has achieved a positive rapport with the board of trustees, restructured his administration to include two vice presidents, added an internal auditor and two grant writer positions, and demonstrated a commitment to campus beautification and historical preservation.

A ten-year master plan includes the building of a $1.4 million Import-Export Training Center, a 10,000-square-foot bookstore, new roads and parking lots, a new swimming pool and sports complex, and a $1 million central thermal cooling system.

It is significant that the Laredo Community College campus is nestled on 200 acres of the banks of the Rio Grande River where the school's 7,000 credit and 6,000 continuing education students can literally view Mexico from the campus. The ethnicity of the students reflects the changing demographics of the population of the region—enrollment at Laredo is nearly 94 percent Hispanic.

Dovalina maintains a strong commitment to those students who come to Laredo Community College with the same hopes and dreams as he did. He is concerned for the community of Laredo and its place in the post-NAFTA border economy, finding the joy and challenge of returning to his roots an "overwhelming" experience.

"I still have family here…and lots of friends. I've always loved this area, and I've loved the college. It really gave me a head start," Dovalina says. "When I finished high school, I don't think any other university would have taken me, but this community college was here for me. It gave me a good foundation for my later studies."

Dovalina stresses that this is central to the purpose of a community college, saying, "A community college exists to serve students, to be there to take them where they're at and help them succeed. I'm hoping to do with our students the same thing that the college did for me thirty years ago when I was a student.

"My roots are here, and I feel I have a mission for the institution of working towards the future with modern buildings and state-of-the-art high technology equipment, yet I also have the responsibility of not forgetting the past. Hispanics have a tremendous past in the region. Hispanics have been in this part of the country since 1755, and so I want to make sure that our past is tied to our future."

Dovalina takes the challenge one step further.

"This is also my community. I've come here not only with a job to do but also with a passion. Sometimes instructional leaders look at what they do as merely a job or a function. To me it's none of those…it's a passion. I feel at home and I take pride in it. Hopefully that pride extends from my position and is felt by the students, the faculty, and the staff at my college."

For a community that is generally poor, Dovalina discovered that a surprisingly large number of the people around town have attended classes at Laredo Community College. He realizes that the life of the community of Laredo is tied to the school. For example, he says that the board of trustees is the only one in the United States that is 100 percent Hispanic, and not by design; it's just that in Laredo, Hispanics are much the majority population—approximately 95 percent. The institution also employs five hundred full-time workers from the local community. Furthermore, Laredo Community College serves as a recreational and cultural center, even boasting its own symphony orchestra.

Laredo, located in Webb County, is the fastest growing community in Texas and the second fastest growing city in the United States. The educator predicts that they are just slightly ahead of their time.

As Dovalina observes, "By the year 2005, the State of Texas is supposed to be predominantly Hispanic. We have an opportunity here in Laredo and at this community college to develop the model of success for the future of the rest of the state. We have an opportunity to do things here with a bilingual, bicultural population that you can't do anywhere else in the state, except in the border communities. We're going to be setting the trend for the future."

In thirty years the population of Laredo has doubled. Many were immigrants, so the face of Laredo became more and more Hispanic. Dovalina finds a great need for the residents to experience a "submersion" into English and English-as-a-second-language, as well as an understanding of Hispanic culture. With NAFTA and trade considerations, he sees the need for bilingual scholars as great.

"If you enter into international trade, you've got to learn Spanish. The international traders in Mexico know English. So in every program you have to add some part in there that has to do with Spanish speaking. On the other hand, our students need to be able to learn English to function in the English language because they must deal with the money people north of the border."

Dovalina is looking to hire more and more faculty members who understand the Hispanic culture and also those who are Hispanic. He concludes, "Laredo has a very good faculty, but the faculty is aging. We are going to have to replace those who are retiring. Every year five or six are retiring. Hopefully, anyone who reads this article and has that same passion for Laredo might be interested in applying here.

"I look back at history, and I look at this campus and the part it has played in the development of Laredo. Then I look to the future and the new technology—fiber optics, the Internet, and computers—and I try in my mind to visualize how we can still keep a hold of that past that we're so proud of and build towards the future so that our students can succeed in the new world."

"We have an opportunity here in Laredo and at this community college to develop the model of success for the future of the rest of the state."

Dr. Ramon H. Dovalina, president, Laredo Community College

Dr. Ramon H. Dovalina began his first day of work at Laredo Community College by lending a hand at registration and personally speaking to new students.

Two or Four Years? The Jury Is Still Out

by Joyce Luhrs

The traditional path to a good, high-paying job after high school has been to attend a four-year college, get an education, graduate, and then enter the workplace. With the demand for highly skilled workers in the workplace, lifelong learning is a necessity to move ahead in today's job market. But is a four-year college still the place to get an education and those skills?

Experts agree that, if possible, a four-year college is best, even though many job openings today don't require a bachelor's degree. In fact, the U.S. Department of Labor reports that while there will be a surplus of college-educated workers, only about 30 percent of the workers will need bachelor's degrees for the jobs available.

For this reason, more and more businesses are turning to community colleges to train their workers in the specific skills they need. Unfortunately, convincing the public that community colleges offer a viable educational route has been difficult.

"The perception remains that the four-year degree is preferred," said Joan Wills, director of the Center for Workforce Development at the Institute for Educational Leadership in Washington, D.C. "I believe it is important to remember that the largest growing enrollments in higher education are in the two-year degree-granting programs and certificate programs throughout the country."

Robert Zemsky, founder and director of the Institute for Research on Higher Education and co-director of the National Center on the Educational Quality of the Workforce at the University of Pennsylvania, says businesses have turned to community colleges to train workers because they have a better sense of what these institutions teach and accomplish.

"Employers can quickly see what courses a graduate has taken and what was actually learned," Zemsky says. "They don't look closely at the degree itself.

"We live in a careerless world. Traditional careers and career paths are changing. Workers will go through intermittent lifelong learning, developing ranges of competencies and moving from one job to another. We won't have classic careers."

Zemsky points to the increased use of computers to explain this change.

"People need to be able to read complex manuals and rapidly learn to use different kinds of procedures and software packages. They have to communicate simply and directly and speak some language other than or in addition to their mother tongue."

Zemsky believes emphatically that community colleges are the place where the workforce will obtain the necessary training to remain competitive and up to date.

"Businesses need to be able to provide cost-effective and appropriate training for their employees on demand, and the community colleges are able to respond to these needs quickly. Unlike the four-year institutions, the community colleges have less hubris."

As proof, Zemsky points to the large numbers of professionals with bachelor's degrees who are going back to community colleges to upgrade their technical skills.

Community Colleges Take Initiative

One community college taking a hard look at the connection between the needs of the workplace and the readiness of the workforce is Albuquerque Technical Vocational Institute (TVI). Lois Carlson, dean of the business occupations department, maintains that community colleges provide people with a place to learn quickly and acquire skills that prepare them to enter a rapidly changing workplace. This model community college offers a myriad of programs in bookkeeping, electronics, micro computer management, and even entrepreneurship. With the college's placement rate at over 90 percent, students can be assured a job upon graduation.

In a recent survey of businesses, Carlson and her colleagues identified customer service as an area with employment opportunities for emerging call centers like NORWEST, Northwest Airlines, MCI, Taco Bell, and JC Penney.

Working with the companies, TVI is developing a curriculum to train a pool

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>
> **Joan Wills, director, Center for Workforce Development, Institute for Educational Leadership**

of people for these entry-level, highly mobile positions. Employers tell Carlson that they want workers with a range of skills.

Santa Fe Style

"Employers tell us that the customer service staff has to represent the full organization," Carlson says. "They have to understand the company's mission and view every customer as the most important person. They need solid communication and computer skills. They also need to be able to work in a stressful environment, prioritize, and, of course, possess excellent customer relations and telephone skills."

Working in a partnership with PNM, the local gas and electric company, Carlson predicts that a 16-week telephone bank program to train customer service representatives will be up and running in the fall. According to Rose Menten, director of service and cost improvement in customer service at PNM, her company turned to TVI because they couldn't find people with the right skills. Although college graduates work as representatives because they want to get their foot in the door and move up in the company, the bulk of the representatives have high school diplomas. They don't necessarily have the essential interpersonal, problem-solving, decision-making, and computer skills the company is looking for.

"We want to recruit graduates for this program to work in our calling center. We want the Institute to create a pool of human resources from which we would recruit. If they pass a skills test at the end of the program, it is our hope to hire 20 graduates as customer service representatives each year," says Menten.

Another institution pumping out highly skilled workers is Santa Fe Community College. President Leonardo de la Garza speaks of a partnership his institution has developed with INTEL to produce highly trained workers. As the largest wafer fabricator (a product used to build silicon chips) and the largest producer of microprocessors for DOS-based PCs in the world, INTEL offered to start a manufacturing technology program at the college to train potential workers for the over 300 manufacturing technician positions opening up annually into the next century in the growing chip industry in Albuquerque.

Why did INTEL partner with a community college and not a four-year institution? Pat Foy, New Mexico site workforce development manager at INTEL, believes that since 1952, the single most flexible institutions have been the community colleges.

"Community colleges respond more quickly than four-year colleges. It's not even in their [four-year colleges'] charters to conduct this type of training," says Foy.

Foy maintains that the two-year colleges do a much better job of producing graduates who have hands-on processes experience versus a theoretical background provided by four-year institutions.

"Baccalaureate engineering students don't have the practical, hands-on experience, and they don't want to work at the technician level," he says.

INTEL has opened up its checkbook and resources to provide ten scholarships annually and to donate electromechanical systems equipment to the technology department at Santa Fe. The college is among the first ten nationally to have courses on power radio frequency, high vacuum, and semiconductor manufacturing—courses that have never before been available at the community college level.

With more than one-third of the student body at Santa Fe Community College able to trace their roots back to Spain, this largely Hispanic, female-populated program has almost 40 students signed up taking lab and non-lab courses. The two-year curriculum is very rigorous with 66 hours of courses required in communications, computers, chemistry, electronics, and physics. As they move through the program, the students will work directly with employees at the plant. Once they graduate, they must complete the company's screening process.

The door isn't closed to these students to continue their educations and pursue bachelor's degrees. De la Garza pointed out that the program is set up on a bifurcated track allowing graduates to continue their studies at four-year institutions with transfer scholarships set up with other universities.

Foy believes the employment opportunities are tremendous for a manufacturing technician with an associate's degree to be hired at the same level and pay as an engineering student with a starting salary range of $25,000 to $40,000.

"There is room for advancement," Foy says. "People who can do things with their hands can build careers and move into team leadership positions."

Most applicants to the program will come directly from high school, although there will be a few who have been out in the workplace or are interested in changing careers. To ensure that the educational pipeline is full, INTEL conducts outreach to high school counselors (K-12) about the burgeoning career opportunities in this area.

With the heavy emphasis on math and science in the curriculum, de la Garza agrees that some Hispanics might be at a disadvantage coming into the program.

"Minorities are at a disadvantage because they might not have the essential high school courses in science and math. Minority students don't have the same level of preparation in our community. We see huge drop-out rates of Hispanics in the eighth through twelfth grades in the Southwest. They aren't challenged in the way that they need to be."

De la Garza points out that more Hispanics are found at the two-year institutions because community colleges have an open door admissions policy to accept students at any level. Students elevate their skills and are prepared to handle the rigorous courses required for special programs.

The Question Remains

It is a difficult challenge to determine whether an associate's or bachelor's degree is best for a given field of employment. Zemsky says that before they finish their degrees, many people will find a job either working part time or with a temp agency. He believes that it's up to business and industry to state clearly the qualifications they seek.

"The best evidence shows that many employers still view the four-year degree as an indication that an individual can 'stick to it,' that he or she has the discipline to complete a program and is someone worth talking to because there is a certain amount of maturity," Zemsky says.

Zemsky added that the bachelor's degree becomes a way of screening out people who might have the skills and talents required for a position. A potential employee who also has solid work experience is a good candidate.

"By and large employers are interested in previous work experience rather than a college degree. A college degree might get you into the pool of candidates to be considered, but the reality is that the person who gets hired has more work experience," he says.

In general Zemsky directs graduates to temp agencies with numerous placement specializations ranging from clerical, word processing, and accounting to management. He commented on a personal level that his own daughter, who graduated from college recently, went to work for a temp agency that places people into day care centers.

Zemsky thinks there is a clear distinction between a college degree as a piece of paper and a college education—what is actually learned. Though geared towards practical experience, he doesn't suggest that everyone go out and get an associate's degree.

"The more education you have, the greater the probability you will be able to make a significant contribution to an employer's productivity. The individual with the formal education will, over the long haul, be the more productive worker."

Continued from page 11

HO: Critics dispute that and want higher standards.

Martinez Pollack: I happen to believe that college might not be for anyone, but I do believe that education is for everyone. Educators must explore how we can provide education in a way that makes it accessible. We need to look much more systematically at how we're serving the educational needs of the community. We have considerable diversity ranging from occupational programs and skills centers to articulating with universities.

HO: Why are community colleges a launching pad for Hispanics?

Martinez Pollack: I've worked in a multicultural, multiracial environment for 24 years. I would not have gone anywhere else were it not for community colleges. It has to do with meeting people where they are, which is in their own community. I don't know if we've tried hard enough to reach Hispanics and African Americans and other incoming minorities who are burgeoning.

HO: Why must we maintain open door policy?

Martinez Pollack: Glendale itself is becoming more diversified as a suburb of Phoenix. The community college will help Glendale leverage its growing diversity to make it a healthy community. One of my greatest frustrations is that we deal with diversity on a superficial level. We talk it, and we might walk it, but we might walk it at international food fairs—and not get at the heart of the racial tensions building in community colleges among students and not get figured out intervening measures that could alleviate those tensions. We have to become much more analytical, and then innovative, about how we deal with brewing issues of diversity.

Dr. Tessa Martinez Pollack

Albuquerque Technical Vocational Institute (TVI) students

National Internship Program · Summit of the Americas · Latinos Adelante · Multilingualism

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THE HISPANIC Outlook IN HIGHER EDUCATION

Chairman of U.S. English Mauro Mujica Talks Candidly about Multilingualism

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Education Secretary Battles over Budget Cuts, Bilingual Education, and Block Grants

by Ines Pinto Alicea

Usually, U.S. Education Secretary Richard Riley speaks softly with a southern drawl. But get him talking about the budget battles between Congress and the White House and the uncertain financial future of many of the programs he created on behalf of President Clinton, and his voice takes on a harsher and more excited tone.

"This Congress proposes to balance the budget in a very simple way—by leaving children and young people out," Riley said. "They have come to the conclusion that children don't organize PACs [political action committees], children don't hire lobbyists, children don't go to fundraising dinners, and children don't vote."

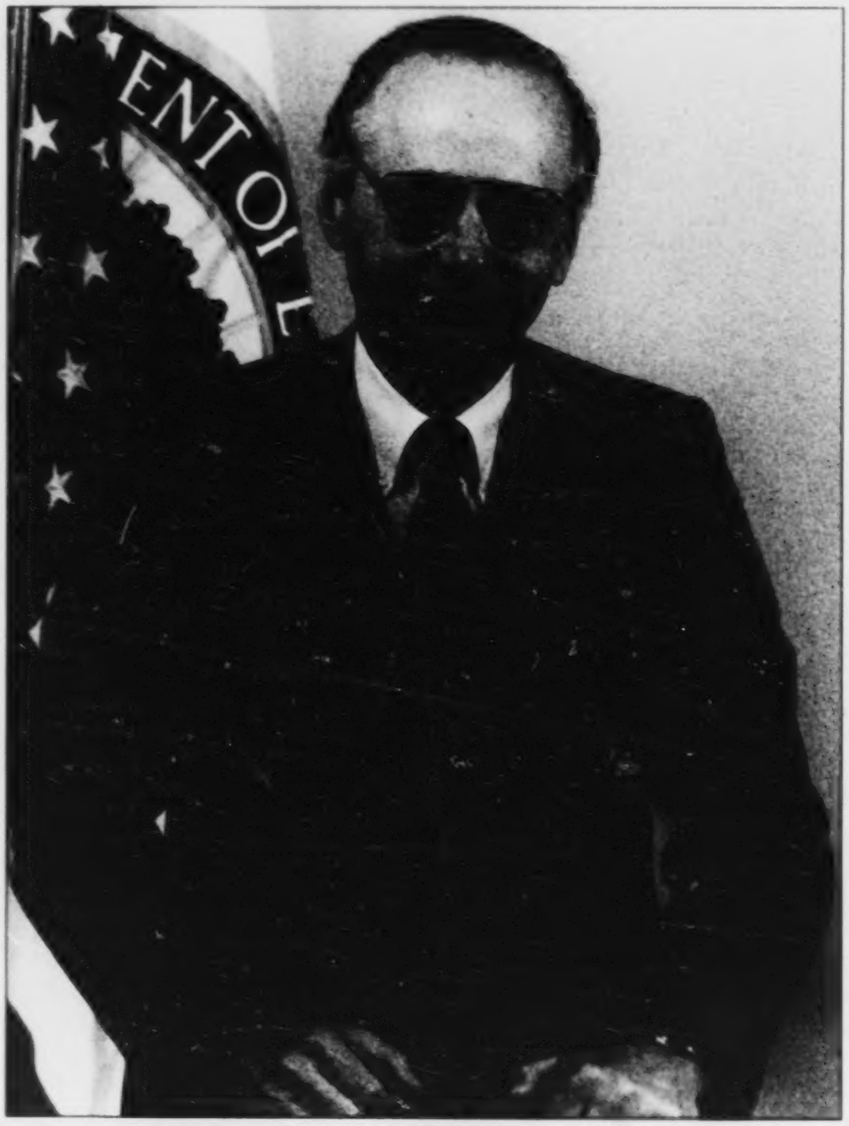
The Department of Education, like a number of U.S. government agencies, has endured two government shutdowns and is operating on a temporary budget due to the ongoing budget battles since October.

"It's an embarrassing way to run a government," said Riley, who served for two terms (1978-1986) as governor of South Carolina. "Many American parents don't like the idea of not being able to plan for their children who might want to go to college and who don't know what kind of Pell Grant they might get."

Like a shepherd with his sheep, Riley is very protective of the programs he created at the department, programs that are under attack by Republicans, mainly in the House of Representatives. A number of House Republicans have said that they would simply like to do away with the whole agency, but since that plan has apparently come to a standstill, the strategy they appear to be taking is to dismantle the agency program by program, starting with many of the ones developed under the Clinton Administration.

"The role of my department is to fight all of the cuts being proposed," Riley said in a recent interview with the *Outlook*. "We are fighting to get the 1996 budget resolved so we can get on to the 1997 budget and try to make a strong education statement."

Among those Clinton Administration programs targeted for elimination or drastic reductions are Americorps, a national service program to help students pay for college; the direct lending program, which allows colleges and universities to make college loans to students directly; and Goals 2000, a voluntary national education standards program.



Congress and the White House are also at odds about proposed changes to Pell Grants and student loans, programs that have been around for a long time but that Congress says must be reduced to balance the budget in seven years.

Financial aid plays an important role in improving the college participation rate of Latinos, and cuts to the programs could have a negative impact on the Latino community, Riley said. The numbers of Latinos attending college were higher in the 1970s than in the 1980s, a fact that he attributed in part to cuts in federal financial aid programs in the 1980s.

"We were wondering why the number of Hispanics going to college and finishing college fell off in the 1980s, and we believe finances was one of the contributing factors," Riley said.

While changes to the Pell Grants and student loan programs .will have a significant impact on Latino students, an additional concern for the Latino community is that a number of programs that were created for Hispanics or that have served large numbers of Hispanics are also under fire. For example, in 1995, Hispanic-Serving Institutions received $12 million in federal funds for the first time solely for institutional development at their institutions. The House wants to stop providing those funds, Riley said. Also, the House wants to eliminate funding for President Clinton's Advisory Commission on Educational Excellence for Hispanic Americans, which is studying how to improve educational opportunities for Hispanic students, particularly in federal education programs, he said. The commission's first report is due to be released in April. Another program, the Hispanic Dropout Project, a commission appointed by Riley to determine how to reduce the drop-out rate among Hispanics, appears to be unaffected by the budget debate so far, he said. A report from the commission is expected this summer.

One of the biggest education debates in Congress has been over bilingual education. Established in 1968 when Congress passed the Bilingual Education Act, the program was designed to provide children with language barriers with equal access to the educational system. Supporters of the program say that it was designed to allow students to retain their native languages so that when they joined the workforce, their competency in languages would help boost the nation's competitiveness in the world's markets. The number of limited-English-proficient students in the United States grew 70 percent from 1984 to 1993 to 2.7 million students, according to a 1994 study commissioned by the U.S. Department of Education. About three-quarters of people in the United States who are limited English proficient are native Spanish speakers, the study said.

House Republicans want to eliminate bilingual education, saying it is unnecessary and that it fails to emphasize English acquisition enough. Riley and the Clinton Administration want to save the program.

"Bilingual education has a proven track record of giving young people a good solid academic foundation as they make the transition to English," Riley said. "The president and I will do all we can to preserve and protect this vital program. It makes absolutely no sense to be cutting this program when the demand for it is increasing year after year after year."

Another area of concern for Riley has been the movement in the Republican Congress toward block grants—lump sums of federal funds given to states with little federal oversight—to return control to the states over social programs, including educational ones.

Republicans say that block grants free states from the burdens of federal regulations and spur autonomy, flexibility, and innovation. They argue that state legislators are more in touch with their own needs and are able to distribute the funds more efficiently than is the federal government, and are better able to cut waste and deliver service.

Opponents say that the federal government was given oversight of existing programs, particularly in education, to assure that all students across the country receive similar educational opportunities. If those programs are converted into block grants, those assurances will no longer exist. Generally, with block grants, the nation's governors and state legislators are able to use the funds at their discretion.

Riley said he has reservations about block grants. He expressed concern over the lack of accountability often associated with block grants and over the possible use of the funds for purposes other than those intended.

"We send a lot of money to the states," Riley said. "We have to be careful about that. It is the people's money. We want to make sure the money is used for what it was intended. We do favor some of the concepts they are talking about in block grants, like flexibility, so that the states are not hamstrung by our regulations."

HACU National Internship Program

by Monica Rhor

In her senior year at the State University of New York, Denise Estrella began wondering if her major in math and statistics would be useful in the real world. Last summer, while participating in a 10-week internship program for Latino students, her question was answered.

"I learned that what I went to school for really helped," Estrella said recently. "I was actually able to use it."

Estrella, who was born in the Dominican Republic, put her academic skills to use at the U.S. Census Bureau's Agriculture Division in the Department of Commerce. There, she was assigned a special project studying the effectiveness of special inserts distributed by the Census Bureau.

It was, she said, a once-in-a-lifetime opportunity with hands-on experience that led directly to her current permanent job as a math statistician with the Census Bureau.

"I grew—especially professionally—during the internship," said Estrella, 21, who graduated in May 1995. "I became more responsible. I developed a stronger awareness of how important education is."

Estrella's experience is not unique. It is, in fact, par for the course for the National Internship Program run by the Hispanic Association of Colleges and Universities (HACU).

Just four years old, the HACU program already has a proven track record, with many former interns now working permanently at government agencies.

The program, which places college students in federal government agencies for 10 weeks during the summer, began in 1992 with 24 interns working at the Department of Transportation. Last summer, HACU placed 273 interns in eight different government agencies. In addition, HACU has built an internship alumni database of more than 500.

The internship program was originally started to help increase the representation of Latinos in the federal workforce, said Moira Lenehan-Razzuri, the program director. About 5.7 percent of federal employees are Latino—well below the percentage in the civilian workforce.

For federal agencies looking to diversify their workforce, HACU seemed an ideal vehicle for reaching out to promising Latino students. About half of all Latino students attend the 118 colleges and universities represented by HACU.

And for HACU, securing government internships fits in perfectly with one of the organization's missions.

"We want to improve access to and the quality of post-secondary education," explained Lenehan-Razzuri. "Just going to school and getting good grades is not enough to be competitive. You need significant professional experience that demonstrates that you can apply your knowledge to real-life settings."

> ***"By hosting these interns, federal agencies are introduced to talented, high-achieving, motivated students."***
>
> **Moira Lenehan-Razzuri,**
> **program director,**
> **National Internship Program**

HACU also saw the internship program as a way of dispelling negative stereotypes about Latinos.

"By hosting these interns, federal agencies are introduced to talented, high-achieving, motivated students," Lenehan-Razzuri said. "All of a sudden, there's a change in perception."

To qualify for the program, students must have a GPA of 3.0 or higher. The average GPA of participating students is 3.34; 41 percent had a GPA of 3.45 or higher.

Carol Hayashida, program officer with the U.S. Department of Commerce, is an enthusiastic cheerleader for the HACU program. Last year, the Commerce Department had 109 HACU interns working in its various bureaus.

"We see it as a way to show young people what's going on in the federal government first-hand and as a way to attract future employees," Hayashida said, noting that her department had counted a number of success stories in converting interns to full-time employees.

Budget problems might limit the number of future full-time hires, Hayashida conceded, but she maintained that the HACU program would still be productive. "For the students, it's a growing experience at minimum," she explained. "The rest is just gravy for us—possible employees, goodwill."

Hayashida also agreed that the HACU program has changed perceptions of Latinos within the department. "I feel comfortable in saying that it has helped.

The individuals whom we hired were selected because of their exposure," Hayashida said. "And the students get better and better every year."

Alberto Aviles, a native of Puerto Rico, is typical of the high-achievers attracted to the HACU internships. Now 25, Aviles participated in the program for two summers in 1993 and 1994, when he worked as a budget analyst for the U.S. Forest Service.

Aviles graduated from Inter-American University in Puerto Rico with a bachelor's degree in accounting and finance, and then earned his MBA through an intensive one-year University of Hartford program based in France.

Currently, Aviles is employed by a Virginia management services consulting firm. He credits much of his quick success in the business world to the lessons he learned during his internships.

"From the first day, I was part of the team. I was handed and given specific tasks that were important," Aviles recalled. "I felt responsible. I know I grew a lot in terms of human relations, communication skills, and knowing how to work in the real world."

For Aviles, one of the highlights of the HACU internship was the emphasis on networking with influential Latinos. During the 10-week internships, HACU organizes a series of seminars and talks to connect the students with successful Latino leaders.

"The opportunity to know so many people in Washington, D.C., really helped," Aviles said.

The HACU program is tailored to Latino students in other ways as well. HACU, which provides round-trip transportation and arranges housing for participating students, also provides a stipend for students according to their level of study.

That way, Latino students who might be shut out of other internships because of financial hardship can take advantage of the HACU program, said Lenehan-Razzuri.

> ***"From the first day, I knew I was part of a team. . . . I felt responsible. I know I grew a lot in terms of human relations, communications skills, and knowing how to work in the real world."***
>
> **Alberto Aviles,**
> **former internship recipient and current management consultant**

The internship also emphasizes an awareness of issues important to the Latino community, with many of the students' activities centered around issues such as citizenship drives, literacy programs, and homelessness. Last year, for example, some of the students spent time making sandwiches for the homeless. That is also part of the learning process.

For Bryan Sanchez, 19, a sophomore at Georgetown University majoring in economics, that aspect of the internship program dovetailed perfectly with his career goals. Sanchez, who hopes to go onto law school, spent last summer working in the Department of Agriculture's Civil Rights Enforcement Office. Part of his duties involved outreach to the Latino community and organizing Hispanic Heritage Month observations.

"HACU brings together a wide variety of Hispanics. You get a whole new perspective on our community," said Sanchez, who is originally from New Mexico. "I saw it happen."

Monroe
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College

MONROE COMMUNITY COLLEGE
ROCHESTER, NEW YORK
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for the position of Vice President of
Academic Services

Vice President of Academic Services

Monroe Community College (MCC), a multi-campus comprehensive community college located in urban and suburban Rochester, New York, invites applications and nominations for the position of Vice President of Academic Services (VPAS). This position presents an exceptional opportunity for an experienced academic leader and adroit manager to assist a talented and learner-focused faculty in better meeting its student success goals. The VPAS reports directly to the President and supervises the academic core services areas: the academic divisions and departments; the Public Safety Training Center; Workforce Development and Continuing Education; Curriculum and Program Development; and Enrollment Management.

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MCC is an important educational institution in a city with an international reputation for excellence in products and services. The College is an active member of the League for Innovation in the Community College and embraces its goal of innovation to enhance student learning. Fully focused on the success of its students, MCC ranked seventh last year among America's community colleges in the number of degrees awarded. Graduates transfer successfully to dozens of excellent senior colleges including 17 with which we have developed dual admissions programs. Career program graduates readily find relevant jobs in the healthy Rochester economy.

Qualifications:
◆ An earned doctorate from a regionally accredited institution.
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◆ Multi-campus experience a plus.

Starting Date: Position is available September 1996.

Compensation: Compensation and benefits are excellent and commensurate with background and experience.

Application:
To apply, please state in a letter how your background and experiences meet MCC's expressed needs. Include an updated resume with names and phone numbers of five references (who will not be contacted without your permission) and official transcripts. MCC wishes to ensure that the search committee identifies women and minority candidates. Applicants belonging to these groups are encouraged to identify themselves if they wish. Review of candidate materials will begin **April 22** and will continue until the successful candidate is appointed.

Send to:

Dr. Sherry D. Ralston
Director of Personnel
Monroe Community College
1000 E. Henrietta Road
Rochester, NY 14623

Any person with a disability needing special accommodations to the application process may call the Personnel department.

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Summit of the Americas Enters Phase II

by Joyce Luhrs

During the hoopla of the Summit of the Americas in 1994, attention was directed to the presidents of 34 countries who descended upon Miami for two days. Behind the scenes, a Post Summit Committee was working to continue to build upon the momentum that came out of the Summit. According to Eduardo Gamarra, executive director of the Latin American Caribbean Center at Florida International University, the summit was very important to Miami because the city had become a gateway to the Americas as a whole. Gamarra says that "the thought of the Summit was to extend it beyond the December 1995 date. These events come and go, and we wanted to ensure that this event would be more than a two-day activity with people feeling good."

From the two-day meeting came a plan of action concerning hemispheric integration that Gamarra believes will greatly impact Florida over the next decade.

"Florida is the gateway, and anything that happens in the Western Hemisphere over the next 10 years will affect the state directly," says Gamarra. Working with others on a Post Summit Committee, Gamarra came up with a proposal to create a think tank within a think tank that would monitor the progress of the Summit Action Plan. The result was the establishment of the Summit of the Americas Center (SOAC) to monitor the progress of the accords that were signed by the visiting dignitaries.

With funding from the state of Florida, Gov. Lawton Chiles signed a budget bill authorizing $500,000 to run the SOAC. Opened in August of 1995, the center is a cooperative effort among Florida International University, where it is headquartered, the University of Florida's Center for Latin American Studies, and the University of Miami's North-South Center.

The center has a clear mission to promote the accords of the Summit of the Americas 1994 and to spotlight Florida's role in hemispheric trade and commerce. The center has its work cut out trying to convince people that Florida is the gateway to Latin America.

"Our mission is to translate the results of the Summit of the Americas action plan for business, policy makers, the press, students, and the public at large," Gamarra says. "The state is very serious about Latin America. Florida has a sense of foreign policy. Believe it or not, Florida is the largest trading partner of Latin America. In fact, Florida is to the rest of Latin America as Texas is to Mexico."

Gamarra underscores that with the university's national reputation of its Latin American and Caribbean Center and a large faculty of Latin American specialists, the SOAC's presence only enhances further Florida International University's place as a Latin American think tank.

Gamarra points out that several companies have already gone to Latin America and made significant investments in Argentina and Chile. He is mindful that Mexico holds much promise but notes that businesses are more cautious and quick to dismiss doing business in Mexico because of the hard economic times that country has experienced and the decline of the peso.

"It is in the economic and national interest of our country to help Mexico. If Mexico's economy bellies up, or if it destabilizes, we will see increased immigration and other issues will need to be addressed," he adds.

To get the word out to the public, the center has developed an extensive outreach program of conferences, meetings, and workshops about the benefits and opportunities of a free trade area in the hemisphere and sustainable development and economic integration. The center plans to write several white papers about the implications of the Summit Action Plan for business and the public in Florida and to assess key concerns raised in the Summit Action Sectors about customs, financial issues, and the role of Interamerican Agencies and Florida's role in developing cooperative efforts.

Several activities have already been accomplished, including a major conference on sustainable development

> ***"Florida is the gateway, and anything that happens in the Western Hemisphere over the next 10 years will affect the state directly."***
>
> **Eduardo Gamarra,**
> **executive director,**
> **Latin American Caribbean Center,**
> **Florida International University**

in the country of Bolivia. The center has even gotten on the World-Wide-Web. Building on FIU's Internet site for the Summit, the center developed AmericasNet, a free service base of trade-related information about hemispheric integration.

Gamarra's counterpart at the University of Florida agrees that Florida is a gateway to the Americas and believes strongly that part of the job of SOAC is to regain the momentum from the Summit of 1994 because there is no push coming from the federal level.

"Federal policy isn't as well defined on this issue as it once was," says Terry McCoy, director of the University of Florida's Center for Latin American Studies. "As the election takes over other events in the United States, I feel the country is losing its focus on this issue. The SOAC might organize pressure from Florida on the federal government to refocus on this question."

McCoy is mindful of the future of the center and its potential impact on the Western Hemisphere.

"Clearly, trade will be a major focus along with international relations, " he says. "There will be continuing attempts to educate Florida businesspeople about trade opportunities available in the region as it changes. Already plans are underway to get the word out to businesses and the general public about trade opportunities in Brazil in a one-day seminar in Miami with an overview of economic and social policy under the new government in the country."

Among the other issues being explored for further study are maintaining a sustainable environment in the Caribbean and the Americas, the impact of migration, and culture—all issues that McCoy believes can unite or divide the peoples of the Americas if not addressed appropriately.

John Edward Smith remains one of the SOAC's staunchest supporters and advocates. An attorney and partner in an international law firm based in Florida, Smith now serves on the board of directors of the Florida Partnership of the Americas, another offshoot of the 1994 Summit of the Americas. Working with the White House, the State Department, and the Summit Host Committee, Florida's Lt. Gov. Buddy MacKay created the non-profit organization to follow up on the agenda that the 34 presidents agreed to.

> **"Clearly, trade will be a major focus along with international relations. There will be continuing attempts to educate Florida businesspeople about trade opportunities available in the region as it changes."**
>
> **Terry McCoy,**
> **director,**
> **Center for Latin American Studies,**
> **University of Florida**

Smith says that convening the Summit of the Americas in Miami was a major gamble for the Clinton Administration because of the considerable fear that existed over the volatile situation in Haiti and Guantanamo.

"This turned out to be one of the most spectacular events of the Clinton administration. There was some luck involved, and some good people were working as volunteers in the Summit process, and we learned by doing," stated Smith.

Smith believes the time is right to form linkages with educational institutions not only in the United States but throughout the hemisphere. He is optimistic about the tremendous opportunities that will come out of the Florida Partnership of the Americas and the SOAC. Smith points out that if Florida were a nation, it would have an economic capacity almost as significant as five or six countries in Central and South America.

"The potential is there," says Smith. "It seems to me that we are on the verge of using telecommunications, the Internet, and other forms of electronic language where serious scholarship can be done collegially with an institution in Argentina or Nicaragua. Universities can outreach to each other in the hemisphere with a spirit of generosity in the providing of more effective, valuable services."

Julie Simon, a media relations consultant to the Florida Partnership of the Americas, says that the organization really does provide a place for the public and private sectors to work together to promote economic growth and to increase business opportunities within the Western hemisphere. She sees that SOAC is promoting a significant and visible role for Florida as occurred in the Summit of the Americas.

According to Simon, a commission was created that came out with a comprehensive report. "After the Summit of the Americas: Moving Forward with Florida's Hemispheric Trade Agenda" outlines a strategic plan for life after Summit of the Americas. Among the projects proposed was the development of the Business Forum for Hemispheric Integration, in direct response to one of the Summit's main principles of promoting prosperity through economic integration and free trade agreements. The forum has very clear goals—to exchange information, provide open dialogue, and promote the passage of the Free Trade Agreement of the Americas (FTAA). Members are chief executive officers of companies throughout the hemisphere, who are invited to participate.

*continued on page 15 – **Summit***

Latinos Adelante: La Lucha Continua

by Maria L. Masqué, director
Institute of Hispanic-Latino Cultures

According to the U.S. Census Bureau, Hispanic-Latinos will comprise the largest ethnic minority group in the United States by the turn of the century. Also by the year 2000, they will likely become the largest ethnic group in the state of Florida. Today, Hispanic-Latinos already constitute the largest ethnic minority group at the University of Florida. Despite these trends, relatively few recruiting and retention programs exist within the state university system that truly address Hispanic-Latino students' interests and needs.

The Institute of Hispanic-Latino Cultures of the University of Florida at Gainesville was established to enhance the educational experiences of Latino students. Better known as "*La Casita*," the institute was the first of its kind in the southeastern United States and was the result of student initiatives on campus.

The Institute of Hispanic-Latino Cultures sponsored a collegiate forum that included workshops on leadership and career development, student advocacy, current affairs, and Hispanic issues. Student leaders from the University of Florida joined with faculty and mentors from the public and private sectors to explore opportunities.

In 1991, the office of the Provost created a Quality of Life Task Force to address issues of concern brought up by African-American and Latino faculty, staff, and student leaders. One of the propositions that emerged from this task force was the need for a Hispanic-Latino student center. After this, students like Libya Rodriguez, Vanessa Carlo, Viviana Delgado, and Juan Vitale, who, united with faculty and staff, searched for the advice of Conchi Trelles Breto, former chair of the Florida Commission on Hispanic Affairs, and prepared a proposal for the creation of a Latino institute.

"There was a need in our region to create a physical entity devoted to the promotion of our culture and to improve the quality of life for Latino students on our campus," says Vanessa Carlo, senior at the University of Florida. "I was part of the movement from the very beginning, and we pushed hard to establish the institute."

Carlo, a Latin American Studies major, says that in its short existence the institute has raised awareness of Latino issues not only at the University of Florida but also at the state level.

The Institute of Hispanic-Latino Cultures is a multi-faceted facility that serves as the nucleus of the Hispanic-Latino community at the University of Florida. As the "home away from home" to students on campus, the institute provides a central location where students can interact in a socio-cultural environment. In addition, one of its most important goals is to educate the student body on Hispanic-Latino heritage and diversity. The institute is home to the more than 16 Latino clubs and organizations currently operating at the university and interacts with at least half of the 3,100 Latino students enrolled at the institution.

Maria Luisa Masqué, director, Institute of Hispanic-Latino Cultures, University of Florida

Through the presentation of lectures, workshops, seminars, forums, art exhibits, and discussion groups, the institute seeks to provide a variety of activities and programs that contribute to the total educational experience of students and help develop leadership skills. Ancillary goals include fostering cultural sensitivity, raising awareness of Hispanic-Latino issues, and providing a network of support to members of the Hispanic-Latino community.

The Institute of Hispanic-Latino Cultures promotes student empowerment and leadership training while raising the awareness of students at the University of Florida on the significance of the Hispanic-Latino presence in the United States and its influences on American culture. The institute sponsors an annual conference that brings together students from 15 colleges and universities throughout the state to develop common initiatives and to exchange ideas.

"Last year's conference was a great success," said Carlo. "From the assembly of colleges and universities, we established Florida HOPE (Florida Hispanic-Latino Organization Promoting Empowerment), which is soon to become a statewide non-profit organization."

Carlo, who represents her university in Florida HOPE, is excited about the potential for the fledgling organization and for the future of the Institute for Hispanic-Latino Cultures.

"This is a dream come true for us, the students who worked so hard to get this off the ground. It truly proves that things can happen when you get organized," she says. "I know I speak for all of us at the institute and my colleagues around the state when I say how thrilled and determined we are to build on the successes we have achieved so far."

> ***"This is a dream come true for us, the students who worked so hard to get this movement off the ground. It truly proves that things can happen when you get organized."***
>
> **Vanessa Carlo, student, University of Florida**

As a socio-cultural center at the University of Florida, the institute is actively involved in bringing speakers, performers, and artists to campus. Housed in a renovated two-story Victorian-style home directly across from the university library, the institute's strategic location and welcoming atmosphere make it an ideal place for students to congregate. The institute attracts Latino and non-Latino students alike.

The students, faculty, and staff who are involved with the institute like to compare it to the stately oak tree. Standing tall and strong in the forest, the oak tree has solid roots and continues to grow, each year adding new rings. The Institute for Hispanic-Latino Cultures is a nourishing place where students share their ambitions and struggles. It is a bridge to new horizons and a center of power standing ready to prepare the next generations of Hispanic-Latino leaders.

Florida Hispanic-Latino Collegiate Forum 1995 Participants

Florida Hispanic-Latino Collegiate Forum 1995 Participants

HO

PIONEER PROFILE

Defending the English Language

Mauro E. Mujica

In 1993, when Mauro E. Mujica became chairman of the board and chief executive office of U.S. English, an advocacy group that wants to make English the nation's official language, he was certain he would receive curses and threats.

"Frankly, I am surprised that I haven't gotten any hate mail," said Mujica, a native of Chile who became a naturalized citizen more than 20 years ago. "People have been very supportive."

Mujica, who speaks flawless English but with an accent, makes no effort to hide the fact that his hiring was a coup for what he called an "organization that was said to be anti-Hispanic."

"The fact that I have an accent helps," Mujica said. "It shows that the organization is not made up of a bunch of waspy people trying to make English the official language."

But Mujica is quick to add that he wasn't hired just because he was Hispanic; he also had a vision of how to turn around the foundering organization. He had extensive business background, and he was known to board members of U.S. English because he and his wife, Barbara, a professor at Georgetown University's School of Languages and Linguistics, had served on the board.

An architect by training, Mujica is a partner and investor in several international firms in Scotland, England, and the United States. His background in business has boded well for the organization; he has increased U.S. English's membership to 650,000 from 160,000 since he started, and he has doubled the organization's income, according to a news release from the organization.

"As an immigrant myself, I know that you must learn English to succeed in this country," Mujica said. "If you are happy parking cars and washing dishes, then you don't have to learn English."

Mujica is aware that his ties to the organization have not endeared him to some in the Latino community, but he is quick to defend the organization, saying it is neither anti-Hispanic nor anti-immigrant. He said the organization is pro-immigrant because its aim is to help immigrants learn English as quickly as possible so they can assimilate into American society.

"Making English the official language provides a unifying bond that new immigrants and lifelong Americans need to communicate across cultural barriers," Mujica said.

"The movement to make English the official language reflects the mood of intolerance toward people who don't speak English or who are bilingual," said Irma Rodriguez, director of the language rights program for the civil rights organization, the Mexican American Legal Defense and Educational Fund.

But with 323 languages spoken in the United States, according to the U.S. Census, the U.S. government must stop somewhere in its efforts to "accommodate everyone in their language," as Mujica puts it. He said the expense of translating and printing documents in other languages is enormous. For example, the Los Angeles City Council prints all of its public notices in six foreign languages, doubling its annual budget to $1 million, and New York State offers drivers license exams in 35 different languages, according to U.S. English.

"This is an organization committed to making sure that government—at all levels—does not waste money and energy providing services in foreign languages when money could be better spent simply teaching new immigrants English," says a pamphlet explaining the mission statement of the organization, which was founded in 1983 by former California Senator S.I. Hayakawa, who served one term from 1976-1982.

Still, according to a study by the General Accounting Office on the production of documents in languages

TITLE:	Chairman and chief executive officer
ORGANIZATION	U.S. English
QUOTABLE QUOTE:	[illegible]
EDUCATIONAL BACKGROUND:	Bachelor's and master's degrees in architecture [illegible] University

other than English from 1990 to 1994, only 265 of more than 400,000 documents published for U.S. government agencies (excluding the State Department and the Department of Defense) were in foreign languages. Daphne Magnuson, a spokeswoman for U.S. English, said the study was misleading because many foreign language documents are produced for the government by contractors and the federal government does not track those statistics.

Several English-only measures have been introduced in Congress. Most of the measures would require that all government business be conducted solely in English and all public documents be in English. The measure that has gotten the most support with 194 co-sponsors is one being pushed by Mujica's organization.

The Language of Government Act, H.R. 123, a bill introduced by Rep. Bill Emerson (R-Mo.), would require that official government business at all levels be conducted in English. Sen. Richard C. Shelby (R-Ala.) has 22 co-sponsors on a companion bill he is pushing in the Senate. The legislation allows for exceptions, permitting the use of languages other than English for public health and safety, judicial proceedings (although actual trials are conducted in English), foreign language instruction, and tourism.

The other official-English bills that have been introduced would also ban bilingual education and bilingual ballots, but those measures have not gotten as much support. Still, opponents of official-English legislation say they believe that once official-English legislation passes in Congress, it will be just a matter of time before bilingual ballots and federal funding for bilingual education are attacked by official-English proponents.

Mujica admits the organization is planning to address bilingual ballots in future legislation and that it is trying to revamp the bilingual education program so funds currently earmarked for bilingual education go for English instruction.

Bilingual education programs have long been a source of controversy between those who see them as a way for non-English speakers to make the transition to English, and those who see the programs simply as a way to preserve diverse cultures. In recent months, the debate over the issue has taken on a national focus.

Republican presidential candidate Robert J. Dole, a Republican senator from Kansas, said in a speech on the campaign trail that "schools should provide the language classes our immigrants and their families need, as long as their purpose is the teaching of English.... But we must stop the practice of multilingual education as a means of instilling ethnic pride or as a therapy for low self-esteem or for our elitist guilt over a culture built on the traditions of the West."

> ***"Multilingualism in government, however, is a wasteful and inappropriate allocation of American tax dollars."***
>
> **Mauro E. Mujica,**
> **CEO, U.S. English**

Bilingual education encourages the use of native languages to assist and facilitate English language instruction. Bilingual education advocates argue that it takes seven years for a person to speak, read, write, and understand English to function well enough in an academic or professional setting.

Mujica agrees that it is important to be bilingual, but he said it is up to individual families, not the government, to assure that immigrants, particularly youngsters, maintain their native languages. What is important is that the immigrants learn English as quickly as possible, he said.

Mujica is adamant, however, that for now the organization focus solely on making English the nation's official language. He said that the organization has a lot of work ahead because its goal is misconstrued and misunderstood. Many people incorrectly believe that the official-English legislation would affect what language people speak in their homes.

"This bill would in no way restrict an individual's use of any language," said Mujica. "Official-English legislation discourages multilingualism only at the government level. There is no question that being proficient in other languages in addition to English is extremely advantageous. Multilingualism in government, however, is a wasteful and inappropriate allocation of American tax dollars."

But Rodriguez said that official-English measures, particularly ones that try to eliminate bilingual ballots and bilingual drivers license exams, do have an impact on private lives because voters who speak limited English cannot "meaningfully exercise their right to vote" and can pose a safety risk to society when they don't fully understand the rules of the road.

The official-English movement is not limited to the federal government. Twenty-two states have made English their exclusive language for public documents and public proceedings. Georgia and Maryland vetoed similar legislation last year. Ironically, while Republicans are building a platform on official-English legislation, it was President Clinton, who, as governor of Arkansas, signed one of the first official-English measures in the country. Democrats in Congress, however, have been largely opposed to official-English measures.

EDUCATION FOR ALL

A Renewed Commitment to Educational Equality

by Ruth Burgos-Sasscer, president
San Antonio College, Texas

Reprinted with permission from *The Community College Times*

One of the questions I am often asked is: Given that women now participate in all levels of society and have achieved unprecedented rights, why were the latest world conferences on women necessary? My response is that women have advanced more rapidly in some societies than in others and that everywhere in the world women face discrimination, both subtle and flagrant.

The United Nations Conference held in Beijing adopted a Platform for Action that endeavors to ameliorate 12 of the most serious areas of discrimination against women. Although all are impediments to the dignity and welfare of women, the one that motivated my journey to Beijing was "unequal access to and inadequate educational opportunities."

> **"Researchers consistently find that ignoring the special needs and roles of women is one of the most serious obstacles to eliminating discrimination in the workplace."**
>
> **Ruth Burgos-Sasscer,**
> **president,**
> **San Antonio College**

An old Chinese proverb states: "If you are to plan for one year, you plant rice; if you are planning for five years, you plant trees; if you are planning for a generation and the future, you educate your children." The problem with this proverb is that in many countries, the word "children" has primarily meant "boys," and although the education gap between the sexes has narrowed in recent years, women are still shortchanged in every country in the world.

The significance of this gap rests on the reality that the education of girls is one of the most important investments a nation can make. A 1993 World Bank study found that educated women contribute to economic development, are healthier, raise healthier families, and tend to have fewer children, thus slowing population growth.

I am one of five international college and university presidents who conducted a workshop on "Women in Higher Education: A Role in Global Leadership" at the NGO [Non-Governmental Organizations] Forum held outside Beijing. The purpose of our workshop was to glean from our international audience how educated women can take a more active role in promoting higher education for women around the world. Among the recommendations that emerged were: provide more scholarships for women; promote the importance of single-sex colleges for building self-confidence and enhancing achievements; revise curricula that reinforce sex-role stereotyping; expose women students to wider educational opportunities; and encourage them to pursue nontraditional careers.

Another recommendation that surfaced was to increase the number of women faculty and administrators in higher education. Evidence indicates that increasing the number of female teachers contributes to increasing female enrollment, alleviates parental anxiety about sending girls away to college (an important consideration in many cultures), and provides role models that encourage women to continue their education. In the United States, this need has been aggressively addressed by numerous groups, including the Office of Women in Higher Education (OWHE) of the American Council on Education, and the National Institute of Leadership

Development, an agency that primarily prepares community college women for leadership roles.

The efforts of these groups are hampered somewhat by those who still believe that "gender blindness" (as well as "color blindness") is the best way to promote equity. Yet, researchers consistently find that ignoring the special needs and roles of women (and other groups) is one of the most serious obstacles to eliminating discrimination in the workplace, including the academic workplace. This explains why, in our country in the mid-1990s, women comprise only 16 percent of all college and university presidents, make up only one-third of all full-time and part-time faculty, and earn 11 percent less annually than their male counterparts earn (American Council on Education, OWHE Report, September 1995).

The Platform for Action adopted by the United Nations Conference in Beijing last fall addresses serious forms of discrimination against women around the world. Obviously, countries and regions will differ in the priority they will give to each of them. For example, in the industrialized countries, a priority might be to eliminate subtle forms of discrimination and the "glass ceilings" that limit opportunities and advancement for women. In regions where the majority of women are still illiterate, eliminating the practices that limit the potential development of women might be a major concern. Regardless of these differences, there was an overwhelming consensus on the part of the conference delegates to give priority to seeing that in their respective countries women move closer to marching into the 21st century alongside, rather than behind, their men.

Summit – *continued from page 9*

The opening of a branch of the Interamerican Development Bank (IDB) Programa Bolivar in Miami in January was another milestone of the Partnership. As the first branch of this bank to open in the United States, it will provide the mechanism to generate more active participation by U.S. companies in IDB Projects. The IDB statutes prohibit the United States or its territories from receiving direct benefits from IDB funds. According to Simon, the purpose of the program is to provide information on projects funded by the IDB in Latin America and the Caribbean and help businesses to bid and receive assistance with the bidding process.

The creation of a commercial dispute resolution center based in Miami was yet another outcome of the Summit that the Partnership is working on. It functions as follows: If Company D from the Caribbean contacts Company E from Argentina to produce a good or service, and the deal falls through, the litigants can settle their claims at the Commercial Dispute Resolution Center. Litigants would pay a fee to have their cases heard by trained mediators to resolve the disputes with each party agreeing to binding arbitration. Start-up funds came from the Partnership, and other sources are currently being sought.

DIRECTOR OF RESEARCH AND SPONSORED PROGRAMS

POSITION ANNOUNCEMENT

THE UNIVERSITY: California State Polytechnic University, Pomona in one of 22 campuses in The California State University. It is located about 30 miles east of downtown Los Angeles, and is part of one of the most dynamic economic and cultural regions in the country. Noted for its beautiful and historic 1,400-acre campus – once the Arabian horse ranch of cereal magnate W. K. Kellogg – the university currently has an ethnically diverse student population of 16,600. Students are enrolled in 60 baccalaureate and 17 master's degree programs with approximately 900 tenure track and adjunct faculty. The university is committed to diversifying its faculty and staff, and has made educational equity one of its highest priorities.

THE POSITION: The Director of Research and Sponsored Programs reports to the Associate Vice President for Academic Programs. The Director oversees the daily operation of the Office (including identification of funding sources); proactively assists faculty in pursuing and securing external funds; monitors grants and evaluates sponsored research activities; provides leadership to faculty/staff and development of team efforts to expand grant/contract applications and awards for research, service and teaching. A University priority is to increase sponsored projects activity significantly beyond the current $6 million in external funds. The Director is responsible for fiscal and personnel management, strategic planning, securing external funding for initiatives, promoting excellence in research, promoting diversity, and building long-term relationships among students, faculty, staff, administrators, alumni, industry, and the community.

REQUIRED QUALIFICATIONS: Candidates must have an earned doctorate and a record of research, teaching and scholarship to support a senior faculty appointment in one of the University's academic departments. Other requirements include: a successful record of grantsmanship with at least five years of experience in university grants and contracts, a strong record of editing and submitting grants, strong written and oral communication skills and evidence of having worked successfully within a university environment. Candidates must have the ability to work collaboratively and effectively with faculty and staff within all levels of an organization, the ability and sensitivity to work with diverse constituencies, and the ability to manage electronic information systems and communicate using computer technologies. Prefer experiences in working with agencies, foundations, and industry.

NOMINATIONS & APPLICATIONS: A completed application will consist of:

- a letter of interest in the position including a statement that addresses how the candidate would qualify for and meet the challenges of the position
- the university application form
- a curriculum vitae comprised of at least those elements specified on the application form, including the names, titles, addresses, and telephone numbers of at least five individuals who can provide assessments of the candidate's professional experience, accomplishments, and promise
- finalists for the position should be prepared to provide three letters of references upon request

Consideration of completed applications will begin on **April 1, 1996**, and will continue until the position is filled. Please address all nominations, inquiries, requests for application forms, and application materials to:

Search Committee, Director,
Research & Sponsored Programs
c/o Dr. Edward C. Hohmann
Office of the Vice President for Academic Affairs
California State Polytechnic University, Pomona
Pomona, CA 91768

REQUESTS CAN ALSO BE MADE THROUGH:
E-Mail: <AFVazquez@CSUPomona.EDU>; FAX (909) 869-4395; or phone (909) 869-3329 Alice Vazquez

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Ranking the Top Schools MAGNET Program Recruiting Strategies Hispanics in Higher Education

APRIL 26, 1996

VOLUME 6 • NUMBER 18

THE HISPANIC Outlook IN HIGHER EDUCATION

Outlook HISPANIC TOP 100

The *Best* Colleges for Hispanics

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Cover Photo
Photo courtesy of Rutgers University, one of the Top 100 institutions for graduating Hispanics.

Flores Sets New Agenda for HACU

by Ines Pinto Alicea

When Antonio R. Flores left his native Jalisco, Mexico, in 1972, he knew little English. His friends proudly tell of his journey to the United States on a train where he became known to the fellow passengers and the porter as the "ham and eggs" man because they were the only foods he knew how to order in English at the time.

"He is a person who has come so far," said Alfredo Gonzales, assistant provost of Hope College in Holland, Mich., where Flores served as Upward Bound program director from 1973 to 1978. "It is a delightful story to remember."

Flores' long journey to the United States, to fluency in English, and through the ranks of the education field has not been easy, but he has achieved each with tenacity, energy, and grace. As the newly appointed president of the Hispanic Association of Colleges and Universities (HACU), those characteristics will help him meet and overcome the challenges that lie ahead for this national association of higher education based in San Antonio, Texas, said friends and colleagues.

"Even when he faces opposition, he rises above it, and he keeps moving forward for the progress of Hispanics," said Sister Mary Martinez, director of the Office of Multicultural Affairs at Madonna University in Livonia, Mich.

"Despite all of the progress in the Hispanic community, we are still bogged down by the minutia," said Gonzales. "Flores will bring a grander vision to higher education."

Flores will oversee a $4.5 million budget and 30 employees at HACU's headquarters and its Washington office. The organization represents more than 133 Hispanic Serving Institutions (HSIs) where Hispanics comprise at least 25 percent of the total enrollment at either the graduate or undergraduate levels. HACU member institutions are located in 12 states and Puerto Rico. The association also represents associate members, which are institutions of higher education that enroll large numbers of Hispanic students but fall under the 25 percent that qualifies them as HSIs.

"We are very pleased with the selection of Dr. Flores, and we look forward to working with him this year to help place Hispanic education back on top of the national agenda," said HACU's governing board chair, Agnes Mojica, chancellor of the Inter-American University in San German, Puerto Rico. Flores succeeds Laudelina Martinez.

The challenges for the organization and the Hispanic community are many. For 10 years, through its advocacy and research, HACU has been taking on a number of big battles on behalf of the Hispanic community—like reducing the booming Hispanic drop-out rate, which is the highest of all minority groups; improving the outlook for HSIs; increasing the Hispanic college participation rates; and boosting the low numbers of Latino faculty at colleges and universities across the country. While the organization has had its successes, progress for the community as a whole has been limited.

"We cannot wait a minute for progress," said Flores, 48. "Unfortunately, the goals we are pursuing also cannot wait. The future of America depends on the success of Hispanic Americans because our numbers are growing."

The task for Flores and HACU is daunting, particularly in a presidential election year when politics are often more important than substance and when Congress is changing the face of federal education programs. Already, Pell Grants have been cut, interest rates on student loans have been increased, pre-collegiate outreach programs have been eliminated, and bilingual education funds have been slashed.

It is those challenges and those already facing the Hispanic community—including the "tidal wave of frontal attacks against equity and diversity" in the nation—that attracted Flores to HACU.

"HACU has to continue to strengthen its role and voice in policy circles so it is more effective in influencing policy so it can better support the needs of the Hispanic community," Flores said.

When he meets in May with the organization's board of governors in Washington, Flores will lay out plans that will carry HACU into the 21st century. His plans include boosting HACU's legislative efforts through increased visibility and resources for the organization's Washington office; highlighting legislative work in states with large numbers of HACU members to address the policy shift in Washington of giving states more autonomy with federal education funds; increasing HACU's usage of emerging technologies such as the Internet to improve the organization's communications; and expanding and reinforcing relationships with HACU members, corporations, and other organizations.

Friends and colleagues said that while the task that lies ahead for the organization and Flores is difficult, he is the person for the job. They describe him as a visionary, as someone able to get along with a wide variety of people, and as a person who achieves the goals he sets for himself.

Paul Nelson, president of Aquinas College in Grand Rapids, Mich., where Flores has served as a member of the board of trustees since 1986, relates a story that he says characterizes Flores' working style. Several years ago, board members met to discuss how to promote more faculty diversity. The meeting became tense as those types of meetings often do, said Nelson, but by the end, everyone was convivial and had reached agreement, thanks to Flores' leadership and skills.

"He has a gentle persistence in getting to the heart of the matter," Nelson said. "He knows how to begin the search for constructive solutions to problems. He is a person who commands respect, but he doesn't have to be in the limelight or get all of the credit."

Ranking the Top Schools

In this annual special issue, the *Hispanic Outlook* offers a comprehensive look at colleges and universities that are the best at graduating Hispanic students.

Special thanks are in order to the National Center for Educational Statistics of the U.S. Department of Education for their enormous support in collecting the data for this issue. The lists reflect what young Hispanics are studying across the country and what programs are producing the greatest numbers of graduates. The numbers represent the most current graduation rates available from a national perspective.

But what do the statistics really show? Look beyond the institutions that traditionally serve Hispanic students and discover the multitude of colleges and universities that are achieving success with Latinos. It might be interesting to note that 9 of the 10 schools featured in 1995 still occupy positions in the top ten, with the exception of Cal State-Long Beach, which was replaced by its sister school, Cal State-Los Angeles. This might be due in part to the fact that these institutions are located in geographic regions where large numbers of Hispanics reside. But perhaps there is more to it.

High graduation rates have to be more than just a numbers game. Admissions and institutional advancement officers from some of the top colleges and universities for graduating Hispanics shared with Gary Stern their successful recruitment and retention techniques. Michelle Adam took a close look at the MAGNET Program (Minority Access Graduating Network) at the City University of New York, which mentors minority students enrolled in doctoral programs.

Tally the numbers. Consider the impact that the thousands of young Hispanics who are graduating from colleges and universities across the nation will have on the future of this country.

Amelia Duggan

Amelia Duggan
Editor

Outlook
HISPANIC
TOP
100

THE TOP 100

Bachelor's Degrees Conferred to Hispanics

1992-93* most recent data available

1	Florida International University	1,612
2	The University of Texas at El Paso	840
3	The University of Texas at Austin	835
4	University of California-Los Angeles	812
5	University of California-Berkeley	772
6	California State University-Los Angeles	702
7	The University of Texas-Pan American at Edinburg	682
8	The University of Texas at San Antonio	561
9	University of New Mexico-Main Campus	550
10	San Diego State University	543
11	Texas A & M University	509
12	California State University-Fullerton	469
13	California State University-Northridge	445
14	University of Arizona	437
15	Southwest Texas State University	431
16	California State University-Long Beach	427
17	California State University-Fresno	421
18	New Mexico State University-Main Campus	418
19	University of Miami	397
20	California State Polytechnic University-Pomona	370
21	University of California-Santa Barbara	369
22	Texas A & I University	359
23	Arizona State University-Main Campus	353
24	San Jose State University	335
25	University of Florida	319
26	CUNY Lehman College	310
27	University of South Florida	298
28	University of California-Irvine	296
29	CUNY Hunter College	296
30	Saint Mary's University	295
31	California State University-Sacramento	294
32	University of California-San Diego	291
33	University of California-Davis	287
34	California Polytechnic State University-San Luis Obispo	286
35	CUNY Bernard M. Baruch College	281
36	CUNY City College	277
37	Rutgers University-New Brunswick	272
38	University of Southern California	271
39	Texas A& M University-Corpus Christi	251
40	San Francisco State University	246
41	Florida State University	242
42	University of Central Florida	236
43	Saint Louis University-Main Campus	222
44	Texas Tech University	217
45	University of Illinois at Urbana	215
46	University of Illinois at Chicago	213
47	Saint John's University-New York	212
48	University of California-Santa Cruz	211
49	Barry University	210
50	The University of Texas at Brownsville	207
51	New York University	195
52	University of Houston-University Park	193
53	California State University-San Bernardino	192
54	The University of Texas at Arlington	192
55	Texas A & M International University	188
56	University of Colorado at Boulder	175
57	University of Michigan-Ann Arbor	174
58	Nova University-Ft. Lauderdale	171
59	University of Washington	171
60	New Mexico Highlands University	167
61	Queens College	165
62	University of North Texas	162
63	University of Maryland College Park Campus	159
64	Our Lady of the Lake University-San Antonio	157
65	Northern Arizona University	154
66	California State University-Dominguez Hills	154
67	CUNY John Jay College of Criminal Justice	153
68	University of California-Riverside	152
69	Stanford University	149
70	Loyola Marymount University	141
71	Metropolitan State College of Denver	137
72	Incarnate Word College	135
73	Saint Thomas University	133
74	California State University-Chico	132
75	State University Sul Ross	129
76	Kean College of New Jersey	128
77	Colorado State University	127
78	Boston University	127
79	Florida Atlantic University	126
80	California State University-Hayward	124
81	Jersey City State College	124
82	Mercy College-Main Campus	123
83	Rutgers University-Newark	122
84	SUNY at Stony Brook	122
85	Boricua College	119
86	Regents College-University of the State of NY	119
87	SUNY at Albany	118
88	Saint Edward's University	117
89	University of Southern Colorado	116
90	Southern Illinois University-Carbondale	115
91	Northeastern Illinois University	114
92	Pennsylvania State University-Main Campus	112
93	Michigan State University	111
94	California State University-Bakersfield	105
95	University of Laverne	104
96	Fordham University	104
97	Pace University-New York	103
98	DePaul University	101
99	Northern Illinois University	100
100	Loyola University of Chicago	98

THE TOP 100

Master's Degrees Conferred to Hispanics

1992-93* most recent data available

1	Florida International University	252
2	Nova University-Ft. Lauderdale	200
3	New York University	161
4	Columbia University in the City of New York	158
5	University of California-Los Angeles	153
6	University of Miami	152
7	The University of Texas at Austin	151
8	CUNY Hunter College	145
9	CUNY City College	142
10	University of New Mexico-Main Campus	137
11	California State University-Los Angeles	125
12	University of Southern California	110
13	Webster University	109
14	New Mexico State University-Main Campus	102
15	University of California-Berkeley	101
16	Arizona State University-Main Campus	100
17	Harvard University	100
18	The University of Texas at El Paso	99
19	Stanford University	96
20	The University of Texas-Pan American at Edinburg	95
21	Barry University	90
22	The University of Texas at San Antonio	89
23	Fordham University	86
24	Texas A & I University	86
25	University of Michigan-Ann Arbor	85
26	San Diego State University	77
27	Texas A & M University-Corpus Christi	72
28	CUNY Lehman College	71
29	Long Island University-Brooklyn Campus	68
30	University of Florida	67
31	Northern Arizona University	65
32	University of Arizona	63
33	San Jose State University	63
34	California State University-Long Beach	62
35	Our Lady of the Lake University-San Antonio	62
36	National University	61
37	CUNY Brooklyn College	58
38	Queens College	58
39	University of Laverne	57
40	Pepperdine University	57
41	Saint Mary's University	56
42	Saint John's University-New York	53
43	Texas A & M University	53
44	California State University-Fresno	52
45	Golden Gate University-San Francisco	51
46	University of South Florida	51
47	California State University-Fullerton	50
48	Southwest Texas State University	50
49	Ohio State University-Main Campus	49
50	San Francisco State University	48
51	University of Illinois at Chicago	47
52	New Mexico Highlands University	47
53	The University of Texas at Arlington	46
54	California State University-Dominguez Hills	44
55	George Washington University	44
56	Texas A & M International University	44
57	Northwestern University	43
58	University of Chicago	42
59	University of Houston-Clear Lake	42
60	California State University-Sacramento	41
61	Florida State University	41
62	California State University-Northridge	40
63	Johns Hopkins University	40
64	University of North Texas	40
65	Sul Ross State University	40
66	University of Phoenix-Phoenix Campus	38
67	University of California-Irvine	38
68	Florida Institute of Technology	38
69	CUNY Bernard M. Baruch College	38
70	University of Wisconsin-Madison	38
71	University of Connecticut	36
72	University of Maryland College Park Campus	36
73	SUNY at Stony Brook	36
74	Claremont Graduate School	35
75	University of San Diego	35
76	Georgia University of Technology-Main Campus	35
77	Cambridge College	35
78	University of Houston-University Park	35
79	Georgetown University	34
80	Saint Thomas University	34
81	California State University-San Bernardino	33
82	University of Colorado at Boulder	33
83	Boston College	32
84	Incarnate Word College	32
85	University of California-Santa Barbara	31
86	University of Illinois at Urbana	31
87	Western New Mexico University	31
88	SUNY at Buffalo	31
89	University of San Francisco	30
90	Rutgers University-New Brunswick	30
91	Azusa Pacific University	29
92	University of Colorado at Denver	29
93	Tulane University of Louisiana	29
94	University of Pennsylvania	29
95	American University	28
96	Embry-Riddle Aeronautical University	28
97	Illinois State University	28
98	National-Louis University	28
99	Central Michigan University	28
100	Cornell University-Endowed Colleges	28
101	University of Washington	28

THE TOP 25

Doctoral Degrees Conferred to Hispanics in 1992-93

1	University of California-Los Angeles	32
2	The University of Texas at Austin	23
3	University of California-Berkeley	20
4	Columbia University	20
5	University of Miami	18
6	Harvard University	18
7	University of New Mexico-Main Campus	17
8	University of Southern California	16
9	University of Michigan-Ann Arbor	16
10	University of Massachusetts-Amherst	15
11	University of Illinois at Urbana	14
12	Pennsylvania State University-Main Campus	14
13	New York University	13
14	Ohio State University-Main Campus	13
15	Texas A & M University	12
16	University of Wisconsin-Madison	12
17	University of Florida	10
18	Nova University-Ft. Lauderdale	10
19	Rutgers University-New Brunswick	10
20	University of Arizona	9
21	University of California-Santa Barbara	9
22	University of Washington	9
23	University of California-Davis	8
24	Caribbean Center for Adv. Studies-Miami Inst. of Psych.	8
25	SUNY at Stony Brook	8
26	Yeshiva University	8

PUERTO RICO RANKINGS

Bachelor's Degrees Conferred in 1992-93

1	University of Puerto Rico-Rio Piedras Campus	2,688
2	Pontificial Catholic University of Puerto Rico-Ponce	1,171
3	Inter American University of Puerto Rico-Metro	1,158
4	University of Puerto Rico-Mayaguez	953
5	University of Sacred Heart	763
6	Inter American University of Puerto Rico-San German	640
7	Universidad del Turabo	577
8	Universidad Metropolitana	485
9	University of Puerto Rico-Bayamon Tech. University Col.	436
10	Inter American University of Puerto Rico-Arecibo	431
11	Inter American University of Puerto Rico-Bayamon	421
12	University of Puerto Rico-Cayey University College	421
13	University of Puerto Rico-Humacao University College	410
14	University of Puerto Rico-Arecibo Campus	341
15	Inter American University of Puerto Rico-Aguadilla	315
16	University of Puerto Rico-Medical Sciences Campus	280
17	Bayamon Central University	276
18	American University of Puerto Rico	183
19	Universidad Politecnica de Puerto Rico	172
20	University of Puerto Rico-Ponce Tech. University Col.	162
21	Inter American University of Puerto Rico-Ponce	145
22	Inter American University of Puerto Rico-Barranquitas	132
23	Inter American University of Puerto Rico-Guayama	128
24	Inter American University of Puerto Rico-Fajardo	109
25	Caribbean University-Bayamon	90

Master's Degrees Conferred in 1992-93

1	University of Puerto Rico-Rio Piedras Campus	365
2	Inter American University of Puerto Rico-Metro	249
3	Universidad del Turabo	143
4	Pontifical Catholic University of Puerto Rico-Ponce	139
5	University of Puerto Rico-Medical Sciences Campus	90
6	Inter American University of Puerto Rico-San German	83
7	Universidad Metropolitana	52
8	Caribbean Center for Advanced Studies	44
9	University of Sacred Heart	21

Doctoral Degrees Conferred in 1992-93

1	Caribbean Center for Advanced Studies	26
2	University of Puerto Rico-Rio Piedras Campus	24
3	Inter American University of Puerto Rico-Metro	14

Bachelor's Degrees Conferred to Hispanics in 1992-93

by Academic Program

AGRICULTURE

1.	Texas A & M University	38
2.	University of California-Davis	32
3.	Cornell University-NY State Statutory Colleges	19
4.	University of Florida	18
5.	Southwest Texas State University	15
6.	Texas A & I University	15
7.	California Polytechnic State Univ.-San Luis Obispo	13

ARCHITECTURE

1.	California Polytechnic State Univ-San Luis Obispo	29
2.	California State Polytechnic University-Pomona	28
3.	University of California-Berkeley	27
4.	Texas A & M University	21
5.	CUNY City College	16
6.	Florida Agricultural and Mechanical University	15
7.	University of New Mexico-Main Campus	12
8.	Tulane University of Louisiana	11
9.	New York Institute of Technology-Old Westbury	11
10.	Catholic University of America	10
11.	Texas Tech University	10

AREA & ETHNIC STUDIES

1.	University of California-Berkeley	52
2.	University of California-Santa Barbara	29
3.	California State University - Los Angeles	27
4.	University of California-Los Angeles	22
5.	California State University-Northridge	14
6.	CUNY Hunter College	12
7.	University of California-Santa Cruz	10
8.	New York University	10

BIOLOGICAL SCIENCES

1.	The University of Texas at Austin	58
2.	The University of Texas at San Antonio	57
3.	University of California-Irvine	44
4.	University of California-San Diego	43
5.	The University of Texas-Pan American at Edinburg	43
6.	University of California-Berkeley	42
7.	University of California-Davis	42
8.	University of California-Los Angeles	39
9.	University of Miami	39
10.	Saint Mary's University	39
11.	Texas A & M University	38
12.	Florida International University	25
13.	The University of Texas at El Paso	25
14.	University of California-Santa Cruz	24
15.	Harvard University	22
16.	University of California-Riverside	19
17.	University of Illinois at Urbana	19
18.	University of New Mexico-Main Campus	19
19.	California Polytechnic State Univ.-San Luis Obispo	17
20.	University of California-Santa Barbara	17
21.	New Mexico State University-Main Campus	17
22.	University of Arizona	16
23.	California State University-Los Angeles	16
24.	University of Southern California	16
25.	Southwest Texas State University	15
26.	California State Polytechnic University-Pomona	14
27.	University of Florida	14
28.	California State University-Fresno	12
29.	Colorado State University	13
30.	University of Illinois at Chicago	13
31.	University of Michigan-Ann Arbor	13
32.	Texas A & I University	13
33.	Rutgers University-New Brunswick	12
34.	Incarnate Word College	12
35.	California State University-Fullerton	11
36.	California State University-Long Beach	11
37.	New York University	11
38.	SUNY at Stony Brook	11
39.	Our Lady of the Lake University-San Antonio	11
40.	Texas Technology University	11
41.	University of South Florida	10
42.	Texas Woman's University	10
43.	University of Washington	10
44.	Stanford University	10

BUSINESS

1.	Florida International University	453
2.	The University of Texas at El Paso	251
3.	CUNY Bernard M. Baruch College	203
4.	Saint Louis University-Main Campus	165
5.	The University of Texas at San Antonio	164
6.	The University of Texas-Pan American at Edinburg	155
7.	The University of Texas at Austin	144
8.	California State University-Fullerton	130
9.	California State University-Los Angeles	124
10.	California State Polytechnic University-Pomona	120
11.	Saint Mary's University	109
12.	New Mexico State University-Main Campus	108
13.	University of New Mexico-Main Campus	105
14.	University of Miami	103
15.	University of Arizona	91
16.	San Diego State University	91

Bachelor's Degrees Conferred to Hispanics in 1992-93

by Academic Program

BUSINESS (CONT'D)

17. California State University-Long Beach	88
18. Southwest Texas State University	77
19. California State University-Northridge	76
20. Arizona State University-Main Campus	74
21. San Jose State University	74
22. University of Southern California	74
23. Texas A & M University	72
24. California State University-Sacramento	69
25. California State University-Fresno	68
26. University of Central Florida	68
27. Saint John's University-New York	68
28. Nova University-Ft. Lauderdale	67
29. University of South Florida	67
30. University of Phoenix-Phoenix Campus	66
31. Texas A & M University-Corpus Christi	64
32. Pace University-New York	62
33. University of Houston-University Park	61
34. Texas A & M University	59
35. University of Florida	53
36. University of North Texas	53
37. California Polytechnic State Univ.-San Luis Obispo	52
38. San Francisco State University	51
39. Florida State University	51
40. Jersey City State College	51
41. Kean College of New Jersey	51
42. University of Redlands	50
43. Incarnate Word College	50
44. The University of Texas at Arlington	50
45. Loyola Marymount University	49
46. California State University-San Bernardino	48
47. Rutgers University-Newark	48
48. DePaul University	46
49. University of Houston-Downtown	45
50. The University of Texas at Brownsville	45
51. University of Illinois at Urbana	44
52. Devry Institute of Technology-Los Angeles	43
53. University of Laverne	43
54. New York University	43
55. Texas Tech. University	43
56. Saint Thomas University	41
57. Our Lady of the Lake University-San Antonio	41
58. CUNY Lehman College	40
59. Texas A & M International University	39
60. National University	38
61. California State University-Hayward	37
62. University of Illinois at Chicago	37
63. Saint Edward's University	37
64. Boston University	36
65. New Mexico Highlands University	36
66. Mercy College-Main Campus	36
67. University of Colorado at Boulder	35
68. University of California-Riverside	34
69. Regis University	34
70. Barry University	34
71. Florida Atlantic University	34
72. Boston College	34
73. Montclair State University	34
74. University of Pennsylvania	34
75. University of Nevada-Las Vegas	33
76. Wayland Baptist University	33
77. Pepperdine University	31
78. University of San Diego	31
79. Saint Leo College	31
80. Saint Peter's College	31
81. Pennsylvania State University-Main Campus	31
82. California State University-Dominguez Hills	30
83. California State University-Chico	28
84. University of Notre Dame	28
85. College of Santa Fe	28
86. Northern Arizona University	26
87. University of California-Berkeley	26
88. Angelo State University	24
89. University of Washington	26
90. National-Louis University	26
91. Northeastern Illinois University	25
92. University of Houston-Clear Lake	25
93. Fordham University	24
94. Santa Clara University	23
95. Queens College	23
96. Pace University-Pleasantville Briarcliff	23
97. The University of Texas at Dallas	23
98. Saint Mary's College of California	22
99. Woodbury University	22
100. Metropolitan State College of Denver	22
101. Baylor University	22
102. Adams State College	21
103. Sul Ross State University	21
104. University of California-Santa Barbara	20
105. Colorado State University	20
106. Bentley College	20
107. Fairleigh Dickinson University-All Campuses	20
108. SUNY College at Old Westbury	20
109. Tampa College	19
110. Northern Illinois University	19
111. University of New Orleans	19
112. University of Maryland-College Park Campus	19
113. Iona College	19
114. SUNY at Albany	19
115. Ohio State University-Main Campus	19
116. Temple University	19
117. Johnson & Wales University	19

BEST COPY AVAILABLE

Bachelor's Degrees Conferred to Hispanics in 1992-93

by Academic Program

BUSINESS (CONT'D)

118.	California State University-Bakersfield	18
119.	Golden Gate University-San Francisco	18
120.	Loyola University of Chicago	18
121.	University of Massachusetts-Amherst	18
122.	CUNY York College	18
123.	Portland State University	18
124.	California State University-Stanislau	17
125.	Devry Institute of Technology	17
126.	Hofstra University	17
127.	Seton Hall University	16
128.	Dallas Baptist University	16
129.	University of Phoenix-Utah Campus	16
130.	Lynn University	15
131.	University of North Florida	15
132.	Indiana University-Bloomington	15
133.	Rutgers University-New Brunswick	15
134.	Villanova University	15
135.	University of Denver	14
136.	Central Connecticut State University	14
137.	Hawaii Pacific University	14
138.	Western Michigan University	14
139.	Rider College	14
140.	William Paterson College of New Jersey	14
141.	CUNY College of Staten Island	14
142.	Manhattan College	14
143.	Sam Houston State University	14
144.	The University of Texas of the Permian Basin	14
145.	Central Washington University	14
146.	Boise State University	13
147.	Illinois State University	13
148.	Loyola University in New Orleans	13
149.	Columbia College	13
150.	Oklahoma State University-Main Campus	13
151.	Bryant College	13
152.	Southern Methodist University	13
153.	George Mason University	13
154.	Purdue University-Main Campus	13
155.	Devry Institute of Technology	12
156.	University of California-Los Angeles	12
157.	University of Northern Colorado	12
158.	University of Southern Colorado	12
159.	American University	12
160.	Fort Lauderdale College	12
161.	Babson College	12
162.	Michigan State University	12
163.	Fashion Institute of Technology	12
164.	Long Island University-C W Post Campus	12
165.	St Francis College	12
166.	University of Saint Thomas	12
167.	Western International University	11
168.	California Lutheran University	11
169.	Embry-Riddle Aeronautical University	11
170.	Trinity College at Miami	11
171.	University of Michigan-Ann Arbor	11
172.	Western New Mexico University	11
173.	Adelphi University	11
174.	Cornell University-NY State Statutory Colleges	11
175.	CUNY Hunter College	11
176.	Dowling College	11
177.	Xavier University	11
178.	Oregon State University	11
179.	Saint Joseph's University	11
180.	Washington State University	11
181.	University of Phoenix-Tucson Campus	11
182.	Mount Saint Mary's College	10
183.	University of San Francisco	10
184.	University of Colorado at Denver	10
185.	Colorado Christian University	10
186.	University of Connecticut	10
187.	Sacred Heart University	10
188.	Georgetown University	10
189.	Stetson University	10
190.	Kansas State University of Agriculture and App. Sci.	10
191.	Northeastern University	10
192.	College of Saint Elizabeth	10
193.	Eastern New Mexico University-Main Campus	10
194.	CUNY Brooklyn College	10
195.	Marymount College	10
196.	New York Institute of Technology-Manhattan Campus	10
197.	Pace University-White Plains	10
198.	Rochester Institute of Technology	10
199.	Regents College-University of the State of New York	10
200.	Houston Baptist University	10
201.	Stephen F. Austin State University	10
202.	Marymount University	10
203.	University of Wyoming	10

COMMUNICATIONS

1.	The University of Texas at Austin	77
2.	Florida International University	64
3.	California State University-Fullerton	63
4.	University of Florida	32
5.	CUNY Hunter College	29
6.	California State University-Northridge	28
7.	Lewis and Clark College	27
8.	San Jose State University	26
9.	University of Miami	26
10.	The University of Texas at El Paso	26
11.	Devry Institute of Technology-Los Angeles	25
12.	University of Southern California	24
13.	University of Arizona	23
14.	Arizona State University-Main Campus	22

Bachelor's Degrees Conferred to Hispanics in 1992-93

by Academic Program

COMMUNICATIONS (CONT'D)

15.	Boston University	22
16.	Saint Louis University-Main Campus	21
17.	Texas Tech. University	21
18.	California State University-Sacramento	20
19.	Saint Mary's University	20
20.	California State University-Long Beach	19
21.	University of California-San Diego	19
22.	Loyola University in New Orleans	19
23.	Rutgers University-New Brunswick	19
24.	University of Colorado at Boulder	18
25.	University of California-Santa Barbara	17
26.	New Mexico State University-Main Campus	17
27.	Saint John's University-New York	17
28.	The University of Texas-Pan American at Edinburg	17
29.	Texas A & M University	17
30.	California State University-Los Angeles	16
31.	University of California-Berkeley	15
32.	San Francisco State University	15
33.	Michigan State University	15
34.	Southwest Texas State University	15
35.	California State University-Chico	14
36.	California State University-Fresno	14
37.	Queens College	14
38.	The University of Texas at Arlington	14
39.	University of Central Florida	13
40.	Texas A & M University-Corpus Christi	13
41.	University of Houston-University Park	13
42.	San Diego State University	12
43.	Saint Thomas University	12
44.	University of California-Los Angeles	11
45.	Southern Connecticut State University	11
46.	Incarnate Word College	11
47.	University of North Texas	11
48.	California Polytechnic State Univ.-San Luis Obispo	10
49.	Loyola Marymount University	10
50.	University of South Florida	10
51.	University of Maryland-College Park Campus	10
52.	School of Visual Arts	10
53.	Pennsylvania State University-Main Campus	10

COMPUTER SCIENCE

1.	Florida International	69
2.	Devry Institute of Technology (Arizona)	47
3.	CUNY Bernard M. Baruch College	23
4.	CUNY Lehman College	23
5.	Devry Institute of Technology (Illinois)	17
6.	Auburn University at Montgomery	15
7.	California State University-Los Angeles	13
8.	New Mexico State University-Main Campus	12
9.	University of San Francisco	11
10.	Our Lady of the Lake University-San Antonio	11
11.	Florida Atlantic University	10
12.	University of Miami	10
13.	Massachusetts Institute of Technology	10
14.	Saint John's University-New York	10
15.	Southwest Texas State University	10

EDUCATION

1.	Florida International University	268
2.	California State University-Los Angeles	152
3.	Nova University-Ft. Lauderdale	95
4.	University of New Mexico-Main Campus	68
5.	New Mexico State University-Main Campus	68
6.	Sul Ross State University	65
7.	CUNY City College	62
8.	New Mexico Highlands University	56
9.	The University of Texas-Pan American at Edinburg	55
10.	University of Arizona	53
11.	University of South Florida	52
12.	California State University-Fullerton	47
13.	Arizona State University-Main Campus	46
14.	Northern Arizona University	44
15.	Boricua College	44
16.	CUNY Brooklyn College	38
17.	Texas A & M International University	38
18.	Southern Illinois University-Carbondale	36
19.	Southwestern College	36
20.	Eastern New Mexico University-Main Campus	35
21.	University of Central Florida	30
22.	Florida State University	29
23.	Our Lady of the Lake University-San Antonio	27
24.	CUNY Hunter College	22
25.	Queens College	22
26.	Saint John's University-New York	22
27.	Kean College of New Jersey	21
28.	California State University-Northridge	20
29.	Houston Baptist University	20
30.	Barry University	19
31.	Florida Atlantic University	19
32.	San Diego State University	17
33.	Northeastern Illinois University	17
34.	College of Santa Fe	17

Bachelor's Degrees Conferred to Hispanics in 1992-93

by Academic Program

EDUCATION (CONT'D)

35.	Long Island University-Brooklyn Campus	17
36.	SUNY College at Old Westbury	16
37.	Angelo State University	16
38.	The University of Texas at Brownsville	16
39.	San Jose State University	15
40.	University of Florida	15
41.	University of Illinois at Chicago	15
42.	CUNY Lehman College	15
43.	Saint Thomas University	13
44.	Western New Mexico University	13
45.	California State University-Fresno	12
46.	California State Polytechnic University-Pomona	11
47.	California State University-Long Beach	11
48.	California State University-Sacramento	11
49.	University of Nevada-Las Vegas	11
50.	William Paterson College of New Jersey	11
51.	Sam Houston State University	11
52.	Saint Mary's University	11
53.	University of Wyoming	11
54.	University of Southern California	10
55.	University of Maryland-College Park Campus	10
56.	Towson State University	10
57.	Jersey City State College	10
58.	SUNY College at Buffalo	10
59.	SUNY College at New Paltz	10
60.	Texas Wesleyan University	10
61.	Wayland Baptist University	10
62.	Eastern Washington University	10

ENGINEERING

1.	Florida International University	122
2.	Texas A & M University	103
3.	California Polytechnic State Univ.-San Luis Obispo	76
4.	The University of Texas at El Paso	76
5.	New Mexico State University-Main Campus	67
6.	The University of Texas at Austin	64
7.	University of Southern Mississippi	61
8.	California State Polytechnic University-Pomona	60
9.	Massachusetts Institute of Technology	54
10.	California State University-Long Beach	50
11.	University of Florida	48
12.	ITT Technical Institute-West Covina	45
13.	University of Miami	45
14.	Texas A & M University	45
15.	University of California-Los Angeles	44
16.	University of California-Berkeley	40
17.	California State University-Los Angeles	39
18.	The University of Texas at San Antonio	36
19.	New Jersey Institute of Technology	35
20.	University of Arizona	32
21.	University of South Florida	31
22.	University of New Mexico-Main Campus	31
23.	Georgia Institute of Technology-Main Campus	30
24.	University of California-Davis	29
25.	Devry Institute of Technology	29
26.	Cornell University-Endowed Colleges	29
27.	CUNY City College	29
28.	Stanford University	29
29.	Purdue University-Main Campus	29
30.	California State University-Sacramento	28
31.	Rensselaer Polytechnic Institute	28
32.	San Diego State University	26
33.	Arizona State University-Main Campus	25
34.	San Jose State University	25
35.	United States Naval Academy	25
36.	University of Illinois at Urbana	24
37.	University of Illinois at Chicago	23
38.	California State University-Fresno	22
39.	California State University-Northridge	22
40.	University of Houston-University Park	22
41.	University of Washington	20
42.	University of Central Florida	19
43.	Manhattan College	19
44.	Texas Technology University	19
45.	Florida Institute of Technology	17
46.	Southern Illinois University-Carbondale	17
47.	University of Michigan-Ann Arbor	17
48.	Illinois Institute of Technology	16
49.	College of Aeronautics	16
50.	Devry Institute of Technology-Los Angeles	15
51.	University of Colorado at Boulder	15
52.	United States Air Force Academy	15
53.	University of Maryland-College Park Campus	15
54.	Pennsylvania State University-Main Campus	15
55.	California State University-Fullerton	14
56.	Embry-Riddle Aeronautical University	14
57.	Stevens Institute of Technology	14
58.	New York Institute of Technology-Old Westbury	14
59.	The University of Texas at Arlington	14
60.	University of California-Irvine	13
61.	University of Southern California	13
62.	Colorado State University	13

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ENGINEERING (CONT'D)

63.	University of California-San Diego	12
64.	Florida Atlantic University	12
65.	National Education Center-Tampa Technical Institute	12
66.	Rutgers University-New Brunswick	12
67.	University of California-Santa Barbara	11
68.	Polytechnic University	11
69.	North Carolina State University at Raleigh	11
70.	California State University-Chico	10
71.	Santa Clara University	10
72.	Drexel University	10

ENGLISH

1.	University of California-Berkeley	80
2.	University of California-Los Angeles	74
3.	Florida International University	40
4.	The University of Texas-Pan American at Edinburg	39
5.	The University of Texas at Brownsville	39
6.	The University of Texas at Austin	36
7.	University of New Mexico-Main Campus	33
8.	University of California-Santa Barbara	32
9.	California State University-Northridge	30
10.	University of California-Irvine	29
11.	California State University-Los Angeles	27
12.	The University of Texas at El Paso	27
13.	Texas A & M International University	24
14.	University of California-Davis	18
15.	California State University-Long Beach	17
16.	University of California-San Diego	17
17.	San Diego State University	17
18.	San Francisco State University	17
19.	University of Miami	17
20.	Rutgers University-New Brunswick	17
21.	Texas A & M University	17
22.	University of Southern California	16
23.	SUNY at Albany	16
24.	The University of Texas at San Antonio	16
25.	University of Illinois at Urbana	15
26.	George Mason University	15
27.	University of Michigan-Ann Arbor	14
28.	California State University-Fresno	13
29.	California State University-Fullerton	13
30.	California Polytechnic State Univ.-San Luis Obispo	12
31.	University of California-Santa Cruz	12
32.	San Jose State University	12
33.	Florida State University	12
34.	University of Florida	12
35.	University of Illinois at Chicago	12
36.	New Mexico State University-Main Campus	12
37.	University of South Florida	11
38.	CUNY Lehman College	11
39.	University of Washington	11
40.	Rutgers University-Newark	10
41.	CUNY Hunter College	10
42.	SUNY at Binghamton	10
43.	Texas Tech University	10

FOREIGN LANGUAGES

1.	University of California-Los Angeles	51
2.	University of California-Irvine	34
3.	The University of Texas at Brownsville	32
4.	California State University-Los Angeles	31
5.	Rutgers University-New Brunswick	30
6.	University of Arizona	29
7.	University of California-Santa Barbara	28
8.	University of California-Berkeley	24
9.	Arizona State University-Main Campus	23
10.	Florida International University	23
11.	The University of Texas at Austin	23
12.	CUNY Hunter College	22
13.	California State University-Dominguez Hills	20
14.	The University of Texas-Pan American at Edinburg	20
15.	The University of Texas of the Permian Basin	18
16.	San Diego State University	17
17.	Queens College	17
18.	California State University-Fresno	15
19.	California State University-Fullerton	15
20.	CUNY Lehman College	15
21.	The University of Texas at San Antonio	15
22.	California State University-Northridge	14
23.	University of Maryland-College Park Campus	14
24.	The University of Texas at Arlington	14
25.	SUNY at Albany	13
26.	The University of Texas at El Paso	13
27.	University of California-San Diego	12
28.	Texas A & M University	12
29.	University of Illinois at Urbana	11
30.	Northern Illinois University	11
31.	University of Michigan-Ann Arbor	11
32.	University of New Mexico-Main Campus	11
33.	New York University	11

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FOREIGN LANGUAGES (CONT'D)

34.	SUNY at Stony Brook	11
35.	SUNY College at New Paltz	11
36.	George Mason University	11
37.	University of Colorado at Boulder	10
38.	Florida State University	10
39.	Mercy College-Main Campus	10
40.	Texas A & M University-Corpus Christi	10
41.	Southwest Texas State University	10
42.	Brigham Young University	10

HEALTH PROFESSIONS

1.	The University of Texas at El Paso	70
2.	Florida International University	67
3.	University of New Mexico-Main Campus	63
4.	The University of Texas Health Science-San Antonio	50
5.	The University of Texas at Austin	48
6.	California State University-Los Angeles	41
7.	The University of Texas Medical Branch-Galveston	39
8.	CUNY Lehman College	37
9.	California State University-Fresno	32
10.	The University of Texas-Pan American at Edinburg	27
11.	Southwest Texas State University	27
12.	University of Colorado Health Sciences Center	23
13.	California State University-Northridge	22
14.	Texas Woman's University	22
15.	The University of Texas Health Science Center	22
16.	California State University-Long Beach	21
17.	Saint John's University-New York	21
18.	University of Illinois at Chicago	19
19.	San Diego State University	18
20.	CUNY City College	18
21.	Long Island University-Brooklyn Campus	18
22.	Incarnate Word College	18
23.	Loma Linda University	17
24.	University of Arizona	16
25.	Biola University	16
26.	San Jose State University	16
27.	CUNY Hunter College	16
28.	Texas A & M University-Corpus Christi	16
29.	Texas Tech. University Health Sciences Center	16
30.	California State University-Dominguez Hills	15
31.	SUNY at Stony Brook	15
32.	University of Houston-University Park	15
33.	University of Central Florida	14
34.	Southeastern University of the Health Sciences	14
35.	University of California-San Francisco	12
36.	Pennsylvania State University-Main Campus	10
37.	Barry University	12
38.	Southern Illinois University-Carbondale	12
39.	University of Notre Dame	12
40.	University of Maryland-Baltimore Professional Schs.	12
41.	Massachusetts College of Pharmacy & Allied Hlth. Sc.	12
42.	University of California-Los Angeles	11
43.	San Francisco State University	11
44.	Colorado State University	11
45.	University of Miami	11
46.	Rutgers University-New Brunswick	11
47.	New York University	11
48.	University of Oklahoma Health Sciences Center	11
49.	Texas A & I University	11
50.	University of Phoenix-Phoenix Campus	10
51.	University of San Francisco	10
52.	University of Southern California	10
53.	New Mexico Highlands University	10
54.	College of Mount Saint Vincent	10

HOME ECONOMICS

1.	University of California-Davis	24
2.	Florida International University	24
3.	The University of Texas at Austin	23
4.	California State University-Long Beach	17
5.	New Mexico State University-Main Campus	16
6.	University of Arizona	15
7.	Texas Tech. University	10

LAW AND LEGAL

1.	University of California-Santa Barbara	25
2.	University of California-Berkeley	12

LIBERAL ARTS AND SCIENCES

1.	California State University-Fresno	109
2.	San Diego State University	108
3.	Regents College-University of the State of NY	102
4.	California State University-Northridge	91
5.	Barry University	89
6.	College of New Rochelle	78
7.	Columbia College	61
8.	California State University-Long Beach	45
9.	California State University-San Bernardino	42
10.	University of New Mexico-Main Campus	42
11.	California State University-Stanislau	36

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LIBERAL ARTS AND SCIENCES (CONT'D)

12.	California State University–Bakersfield	35
13.	California State University–Dominguez Hills	34
14.	California State Polytechnic University–Pomona	33
15.	Florida International University	31
16.	United States Military Academy	31
17.	California State University–Sacramento	30
18.	St. Francis College	30
19.	Evergreen State College	28
20.	Northeastern Illinois University	27
21.	Touro College of San Francisco State University	26
22.	San Francisco State University	24
23.	CUNY City College	22
24.	Northern Arizona University	21
25.	San Jose State University	20
26.	California Polytechnic State Univ–San Luis Obispo	19
27.	California State University–Los Angeles	19
28.	University of Central Florida	17
29.	CUNY Graduate School and University Center	16
30.	California State University–Chico	15
31.	California State University–Fullerton	15
32.	University of California–Riverside	14
33.	California State University–Hayward	13
34.	United States Air Force Academy	12
35.	Sarah Lawrence College	12
36.	SUNY at Buffalo	12
37.	Adams State College	11
38.	Our Lady of the Lake University–San Antonio	11
39.	California State University–San Marcos	11

MATHEMATICS

1.	University of California–Los Angeles	19
2.	CUNY York College	13
3.	Texas A & M International University	13
4.	Texas A & M University	13
5.	The University of Texas at Austin	13
6.	The University of Texas at El Paso	12
7.	University of Florida	10

MULTIDISCIPLINARY

1.	The University of Texas at El Paso	139
2.	The University of Texas Pan American at Edinburg	121
3.	Texas A & I University	95
4.	The University of Texas at San Antonio	83
5.	University of California-Berkeley	69
6.	Southwest Texas State University	63
7.	University of Maryland University College	55
8.	University of California–Los Angeles	46
9.	Texas A & M University–Corpus Christi	45
10.	The University of Texas at Austin	44
11.	University of California-Irvine	40
12.	Texas A & M University	39
13.	University of Bridgeport	34
14.	University of California–Santa Cruz	28
15.	University of San Francisco	28
16.	University of California-Davis	26
17.	Texas Tech. University	26
18.	Stanford University	23
19.	University of North Texas	22
20.	University of California–San Diego	20
21.	Texas A & M International University	17
22.	University of California–Riverside	16
23.	University of Houston-Victoria	12
24.	Texas Woman's University	12
25.	University of Arizona	11
26.	California State University–Dominguez Hills	11
27.	University of South Florida	11
28.	College of Saint Francis	11
29.	National University	10
30.	Incarnate Word College	10
31.	Saint Edward's University	10
32.	West Texas State University	10

PARKS AND RECREATION

1.	Southwest Texas State University	21
2.	Texas A & I University	20
3.	Lyndon State College	16
4.	The University of Texas at El Paso	15
5.	Texas Tech University	13
6.	The University of Texas at Austin	12
7.	Texas A & M University	11

PHILOSOPHY, RELIGION & THEOLOGY

1.	Southwestern Assemblies of God College	14
2.	University of California-Berkeley	10
3.	Saint John Seminary College	10

PHYSICAL SCIENCES

1.	Florida International University	22
2.	United States Naval Academy	14
3.	University of Miami	11

PROTECTIVE SERVICES/ CRIMINAL JUSTICE

1.	CUNY John Jay College of Criminal Justice	99
2.	The University of Texas at El Paso	74
3.	Florida International University	71
4.	The University of Texas-Pan American at Edinburg	67

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PROTECTIVE SERVICES/ CRIMINAL JUSTICE (CONT'D)

5.	Southwest Texas State University	48
6.	California State University-Los Angeles	45
7.	The University of Texas at San Antonio	37
8.	Texas A & M University-Corpus Christi	36
9.	San Diego State University	33
10.	California State University-Sacramento	30
11.	California State University-Fullerton	25
12.	San Jose State University	25
13.	University of New Mexico-Main Campus	25
14.	California State University-Long Beach	22
15.	University of Houston-Downtown	20
16.	Florida State University	19
17.	University of South Florida	19
18.	Arizona State University-Main Campus	18
19.	Sam Houston State University	18
20.	New Mexico State University-Main Campus	16
21.	Saint John's University-New York	16
22.	Texas A & M International University	15
23.	Sul Ross State University	14
24.	University of Illinois at Chicago	13
25.	Metropolitan State College of Denver	12
26.	Northeastern Illinois University	12
27.	Loyola University of Chicago	11
28.	Rutgers University-New Brunswick	10

PSYCHOLOGY

1.	Florida International University	126
2.	University of California-Los Angeles	108
3.	The University of Texas at Austin	64
4.	CUNY Hunter College	58
5.	University of California-Berkeley	56
6.	CUNY Lehman College	54
7.	San Diego State University	52
8.	University of California-San Diego	42
9.	University of Miami	42
10.	California State University-Long Beach	41
11.	CUNY City College	40
12.	California State University-Los Angeles	38
13.	University of California-Irvine	38
14.	Texas A & M University	38
15.	University of California-Santa Barbara	37
16.	University of California-Santa Cruz	37
17.	Rutgers University-New Brunswick	34
18.	Mercy College-Main Campus	33
19.	The University of Texas at San Antonio	33
20.	California State University-Northridge	32
21.	University of New Mexico-Main Campus	32
22.	Houghton College	30
23.	The University of Texas at El Paso	30
24.	California State Polytechnic University-Pomona	27
25.	University of Arizona	25
26.	California State University-Sacramento	25
27.	San Francisco State University	25
28.	University of Illinois at Chicago	25
29.	California State University-Fullerton	24
30.	San Jose State University	24
31.	University of South Florida	24
32.	Queens College	24
33.	California State University-San Bernardino	23
34.	California State University-Fresno	23
35.	University of Houston-University Park	23
36.	Southwest Texas State University	23
37.	Stanford University	23
38.	Arizona State University-Main Campus	22
39.	University of Michigan Ann Arbor	22
40.	Texas A & M University-Corpus Christi	22
41.	Loyola Marymount University	20
42.	Texas A & I University	20
43.	University of California-Davis	19
44.	Florida State University	19
45.	University of Illinois at Urbana	19
46.	SUNY at Stony Brook	18
47.	California State University-Hayward	17
48.	Saint Thomas University	17
49.	Saint John's University-New York	17
50.	University of Florida	16
51.	New York University	16
52.	SUNY at Albany	16
53.	National University	15
54.	University of Southern California	15
55.	CUNY Bernard M. Baruch College	15
56.	The University of Texas-Pan American at Edinburg	15
57.	Texas A & M International University	14
58.	University of Washington	14
59.	New Mexico State University-Main Campus	13
60.	CUNY York College	13
61.	Fordham University	13
62.	Our Lady of the Lake University-San Antonio	13
63.	University of California-Riverside	12
64.	Loyola University of Chicago	12

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PSYCHOLOGY (CONT'D)

65.	Rutgers University-Newark	12
66.	California Polytechnic State Univ.-San Luis Obispo	11
67.	University of Colorado at Boulder	11
68.	University of Central Florida	11
69.	Montclair State University	11
70.	Sonoma State University	10
71.	Colorado State University	10
72.	Barry University	10
73.	Boston University	10
74.	Duke University	10
75.	Baylor University	10
76.	George Mason University	10

PUBLIC ADMINISTRATION

1.	Boricua College	71
2.	Florida International University	43
3.	San Diego State University	40
4.	California State University-Los Angeles	32
5.	The University of Texas-Pan American at Edinburg	30
6.	University of Southern Colorado	24
7.	New Mexico State University-Main Campus	22
8.	Saint Mary's University	22
9.	CUNY Lehman College	21
10.	CUNY John Jay College of Criminal Justice	20
11.	California State University-Fullerton	19
12.	Audrey Cohen College	18
13.	University of Southern California	17
14.	California State University-Fresno	16
15.	The University of Texas at El Paso	15
16.	University of Laverne	13
17.	Our Lady of the Lake University-San Antonio	13
18.	Southwest Texas State University	12
19.	The University of Texas at Arlington	12
20.	The University of Texas at Austin	12
21.	California State Polytechnic University-Pomona	11
22.	University of California-Berkeley	10
23.	Springfield College-Massachusetts	10

SOCIAL SCIENCES & HISTORY

1.	University of California-Los Angeles	341
2.	University of California-Berkeley	261
3.	The University of Texas at Austin	149
4.	Florida International University	142
5.	University of California-Santa Barbara	110
6.	University of California-San Diego	89
7.	University of Arizona	73
8.	Texas A & M University	73
9.	University of California-Santa Cruz	71
10.	University of California-Irvine	69
11.	Rutgers University-New Brunswick	67
12.	CUNY Lehman College	66
13.	The University of Texas at San Antonio	65
14.	San Diego State University	61
15.	CUNY Hunter College	60
16.	University of New Mexico-Main Campus	54
17.	The University of Texas-Pan American at Edinburg	53
18.	California State University-Northridge	51
19.	University of California-Davis	51
20.	California State University-Fresno	50
21.	California State University-Los Angeles	47
22.	The University of Texas at Brownsville	47
23.	Southwest Texas State University	45
24.	Arizona State University-Main Campus	44
25.	University of Colorado at Boulder	44
26.	Saint Mary's University	44
27.	California State University-Fullerton	42
28.	University of Southern California	41
29.	Harvard University	41
30.	San Jose State University	39
31.	University of Florida	39
32.	University of Michigan-Ann Arbor	39
33.	Florida State University	38
34.	Columbia University	37
35.	San Francisco State University	36
36.	Yale University	36
37.	CUNY City College	36
38.	SUNY at Stony Brook	36
39.	University of Washington	36
40.	Stanford University	36
41.	University of Illinois at Urbana	35
42.	SUNY at Albany	35
43.	The University of Texas at El Paso	35
44.	California State University-Long Beach	33
45.	University of South Florida	33
46.	Queens College	32
47.	New York University	32
48.	California State University-Sacramento	30
49.	SUNY at Binghamton	30
50.	University of Miami	29
51.	Saint Thomas University	29
52.	University of Maryland-College Park Campus	28
53.	Michigan State University	28
54.	Fordham University	28
55.	George Mason University	28

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SOCIAL SCIENCES & HISTORY (CONT'D)

56.	American University	27
57.	Georgetown University	27
58.	California State Polytechnic University-Pomona	26
59.	University of California-Riverside	26
60.	Texas A & I University	25
61.	University of Southern Colorado	24
62.	CUNY John Jay College of Criminal Justice	24
63.	Santa Clara University	23
64.	Brown University	23
65.	The University of Texas at Arlington	23
66.	Texas Tech University	23
67.	California State University-Chico	22
68.	Boston University	22
69.	New Mexico State University-Main Campus	22
70.	Northern Illinois University	21
71.	Loyola Marymount University	20
72.	Metropolitan State College of Denver	20
73.	University of Pennsylvania	20
74.	University of Utah	20
75.	California State University-San Bernardino	19
76.	Princeton University	19
77.	Mercy College-Main Campus	19
78.	Saint John's University-New York	19
79.	University of Wisconsin-Madison	19
80.	California Polytechnic State Univ.-San Luis Obispo	18
81.	University of Connecticut	18
82.	United States Naval Academy	18
83.	Boston College	18
84.	Tufts University	18
85.	William Paterson College of New Jersey	18
86.	New Mexico Highlands University	18
87.	Occidental College	17
88.	University of Central Florida	17
89.	University of Illinois at Chicago	17
90.	University of Notre Dame	17
91.	University of San Diego	16
92.	University of Northern Colorado	16
93.	George Washington University	16
94.	Loyola University of Chicago	16
95.	Saint Edward's University	16
96.	The University of Texas at Dallas	16
97.	California State University-Stanislaus	15
98.	Pomona College	15
99.	Colorado State University	15
100.	University of Massachusetts-Amherst	15
101.	Dartmouth College	15
102.	Baylor University	15
103.	Texas A & M International University	15
104.	Sam Houston State University	15
105.	United States Air Force Academy	14
106.	DePaul University	14
107.	Jersey City State College	14
108.	Duke University	14
109.	Texas A & M University-Corpus Christi	14
110.	California State University-Dominguez Hills	13
111.	University of New Orleans	13
112.	Amherst College	13
113.	Pennsylvania State University-Main Campus	13
114.	University of Houston-University Park	13
115.	Washington State University	13
116.	Colorado College	12
117.	Wesleyan University	12
118.	Florida Atlantic University	12
119.	University of Massachusetts-Boston	12
120.	University of Minnesota-Twin Cities	12
121.	Rutgers University-Newark	12
122.	Western New Mexico University	12
123.	Cornell University-Endowed Colleges	12
124.	University of Rochester	12
125.	Syracuse University-Main Campus	12
126.	Ohio State University-Main Campus	12
127.	University of Oregon	12
128.	Our Lady of the Lake University-San Antonio	12
129.	Whittier College	11
130.	Barry University	11
131.	Montclair State University	11
132.	Barnard College	11
133.	CUNY College of Staten Island	11
134.	Iona College	11
135.	Rice University	11
136.	College of William and Mary	11
137.	California State University-Hayward	10
138.	Claremont McKenna College	10
139.	Northwestern University	10
140.	Williams College	10
141.	University of Nevada-Reno	10
142.	Eastern New Mexico University-Main Campus	10
143.	Southern Methodist University	10

TRANSPORTATION

1.	Embry-Riddle Aeronautical University	65
2.	Florida Institute of Technology	14
3.	Metropolitan State College of Denver	10

VISUAL & PERFORMING ARTS

1.	The University of Texas at Austin	37
2.	New York University	29
3.	Art Center College of Design	27
4.	California State University-Fullerton	26
5.	San Jose State University	26

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VISUAL & PERFORMING ARTS (CONT'D)

6.	University of Miami	25
7.	San Francisco State University	24
8.	University of California-Los Angeles	23
9.	University of New Mexico-Main Campus	20
10.	New School for Social Research	20
11.	Southwest Texas State University	20
12.	University of Arizona	19
13.	San Diego State University	19
14.	Texas A & I University	19
15.	California State University-Los Angeles	17
16.	Florida State University	17
17.	CUNY City College	17
18.	California State University-Long Beach	16
19.	University of North Texas	16
20.	University of California-Berkeley	15
21.	University of California-Irvine	15
22.	University of California-San Diego	15
23.	University of California-Santa Barbara	15
24.	The University of Texas at El Paso	15
25.	Arizona State University-Main Campus	14
26.	Florida International University	14
27.	CUNY Hunter College	14
28.	School of Visual Arts	14
29.	University of California-Santa Cruz	13
30.	School of Art Institute of Chicago	13
31.	Rhode Island School of Design	13
32.	The University of Texas-Pan American at Edinburg	13
33.	California State University-Northridge	12
34.	University of Maryland College Park Campus	12
35.	The University of Texas at San Antonio	12
36.	University of Washington	12
37.	University of South Florida	11
38.	Syracuse University-Main Campus	11
39.	University of Southern California	10

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MAGNET Program Attracts Success

by Michelle Adam

Michael Angelo Salcedo grew up in old Spanish Harlem, a neighborhood he now calls "El Barrio," on the Upper East side of New York City. Although his peers were predominantly Latino—like himself—and African-American, his teachers came from a world that didn't understand him and the culture of Spanish Harlem.

"Our schools were atrocious," said Salcedo. "We (the students) didn't know where they (the teachers) were coming from, and they didn't know where we were coming from."

School was an alienating experience for Salcedo. Most students like himself came from broken homes, he said, and most parents didn't spend time following up on their children's education.

"I had no interest in school. I always felt like a foreigner, and as a human being I felt that that wasn't my school," said Salcedo. Teachers, he described, put in their hours and went home.

Salcedo dropped out of high school after being held back his junior year. School wasn't for "stupid" students like himself, he said.

> **"We need more role models in higher education. Students have to see people who look like them up there."**
>
> **Michael Angelo Salcedo, MAGNET student, CUNY doctoral candidate**

Ironically, Salcedo, at 51, is now finishing his doctorate in computer science at The Graduate School at the City University of New York (CUNY). He learned the hard way that being a "boy"—a delivery boy, grocery boy, bus boy—wasn't enough and that he had the capacity to grow and learn beyond the confines of his childhood.

"I thought I was stupid—I couldn't learn. It took a long time to find out that that wasn't true," said Salcedo.

With help from CUNY's Minority Access/Graduating Networking (MAGNET) Program, he and more than 50 other minority students are completing their doctorates. MAGNET was developed in 1990, specifically for Latino and African-American students like Salcedo, who want to earn doctorates and eventually serve as the role models they never had growing up.

"We need more role models in higher education," said Salcedo. "Students have to see people who look like them up there."

At the time Salcedo applied to his doctorate program, there were only four other minorities in the country receiving Ph.D.s in computer science, he said. According to the National Center for Educational Statistics, Hispanics and African Americans make up only about six percent of doctoral students nationwide. To attract more minority students to graduate programs, MAGNET offers these students four-year fellowship awards (tuition plus stipend), one-year dissertation awards, and post-doctoral awards.

The lack of financial support is a major deterrent for minority students who want to pursue a doctoral degree. And those who do pursue doctorates usually do so in medicine, law, or education, said Pamela Reid, The Graduate School's associate provost and dean of academic affairs.

MAGNET is attempting to shape tomorrow's faculty by finding ways to recruit, retain, and graduate first-rate scholars from groups typically underrepresented at the higher levels of academia. According to the National Center for Education Statistics, in 1991 there was one full-time white faculty member for every 14 male students; for African Americans, one for every 40 male students; and for Latinos, 1 for every 42 males.

While around the country only four and three percent of doctoral students represent African Americans and Latinos respectively, The Graduate School is reaching figures of 9 and 7 percent, said Reid, who also acts as MAGNET advisor and coordinator. She said that the school contains a larger range of doctoral students as well, beyond the typical concentration of students in education programs.

"I challenge you to find a room of minority students earning Ph.D.s," said Reid. Once a month MAGNET students gather at a roundtable to share experiences, network, and offer each other support. Former graduates of the program visit and inspire students with their success stories.

"When I walk into this room, it reminds me why I'm here," said Reid.

Reid recalls being the only African American in her department pursuing a doctorate at the University of Pennsylvania. And now as a facilitator for MAGNET, she feels privileged to offer minority students a place for and avenue of support.

"It's incredible. It's really a fantastic feeling to have this program support students," Reid said.

MAGNET provides minority students with a sense of community and inspiration. Students meet regularly with faculty and staff mentors like Reid to share their successes and problems.

"A lot of them wonder if they really are good enough," said Reid. The MAGNET program offers students a network of graduates who have made it in their fields and offers them a forum for remembering where they all came from, she said.

Ana Abaido-Lanza, now a post-doctoral fellow at Columbia University, recalled the supportive environment of the MAGNET program during her dissertation year at CUNY.

"To me it was a circle of people who got things done. You were part of the impetus," said Lanza. The program was an additional push for her to continue pursuing her goals and excelling in her studies.

Lanza was the only Hispanic when she began her doctoral program in social personality psychology. Through her research she's found and and helped to fill in gaps of information in Latina health.

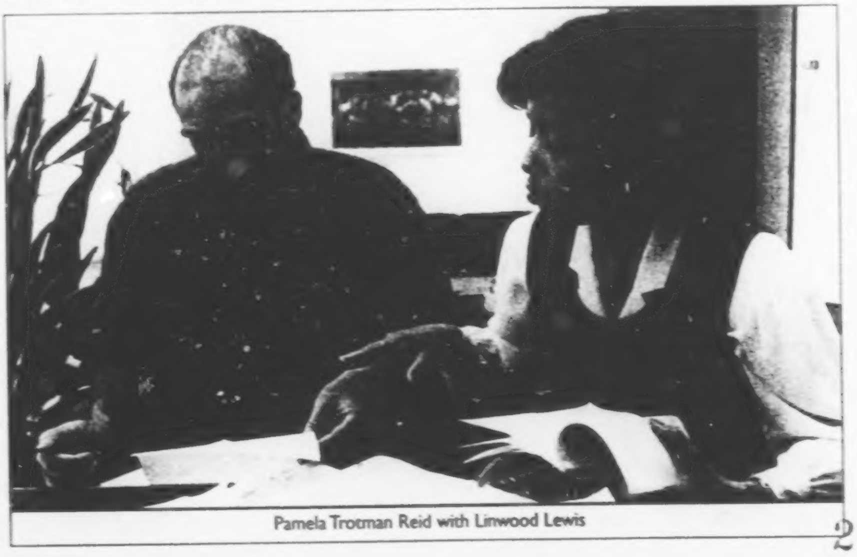
"I'm helping to shape the field," said Lanza. "There are not a lot of us out there. MAGNET helped us network."

Reid described MAGNET students as leaders who will expand fields of study and help build new technologies. These students, concentrating in fields ranging from psychology, sociology, and philosophy to computer sciences and biology, will go beyond following other people's work, said Reid. Graduates like Leslie Wilson and Gloria Rodriguez are now writing history and providing new avenues of insight in social welfare, she said. And while one woman writes her dissertation on African-American children living in poverty, another focuses on Latina health.

"I think the effect [of doctoral studies] is more profound than people think," said Reid.

Leslie Wilson, a former MAGNET fellow and Montclair State University assistant professor of history, said MAGNET taught him to challenge the traditional—to investigate topics that relate to his cultural background. In his own work, he has been visiting local communities and helping them investigate their African-American history.

Ivette Estrada, a developmental psychology student, has also received MAGNET support during her four years of study and dissertation. She's worked with inner-city children, testing the effects of computers for "at risk" students, and researching the development of self-concept in Puerto Rican children.



Pamela Trotman Reid with Linwood Lewis

"I'm helping to shape the field. There are not a lot of us out there. MAGNET helped us network."

**Ana Abaido-Lanza,
post-doctoral fellow,
Columbia University,
MAGNET alumna**

Undoubtedly, MAGNET students feel indebted for the financial support they have received through the program. Without it, many of them would have taken far longer to complete their doctorates. Although CUNY has financially supported the program from the beginning, MAGNET relies heavily on outside funds. Recently the Humana Foundation offered them a second $1 million matching grant.

"There's nothing romantic about doctoral education," said Reid, explaining the difficulties of finding funds.

Despite challenges, MAGNET has been successful. According to Reid, student retention in the program has reached a 90 percent high, compared to the average retention rate of 34 percent for minority students in doctoral programs.

"At commencement I get to call their names. It's really rewarding," said Reid. She knows, as well as do the graduates, that their commitment won't end at graduation. Whether historians, anthropologists, or computer scientists, doctoral students will set new examples and directions for their community as well as for the society at large.

HO

Winning Strategies for the Recruitment Game

by Gary M. Stern

Newspaper articles often focus on matters such as "Hispanic Drop-out Rate Increasing in High Schools Across the Country." Contrary to the blitz of negative articles about secondary education, several colleges and universities have been increasing their Hispanic graduation rates.

While colleges in Miami, New York, El Paso, or Albuquerque, where large numbers of Hispanics reside, have an edge over colleges in Des Moines, Fargo, or Seattle, it takes more than a prime location to attract and retain students. Here are recruiting or retaining techniques that have proven successful at perennially top-10 colleges for graduating Hispanic students such as Florida International University in Miami, University of Texas at El Paso, and University of New Mexico.

#1 Undergraduate Hispanic students can serve as mentors and as a resource.

At the University of New Mexico (UNM), which has its main campus in Albuquerque, 833 Hispanic students received bachelor's degree in 1994-95, a steady increase from the 659 Hispanic students who received bachelor's degrees in 1985-86. University of New Mexico undergraduates return to their former communities to middle and high schools in a program called ORALE (Offering Resources and Learning Empowerment). Striving to make UNM a welcoming rather than a forbidding institution, undergraduate volunteers (coordinators are paid) enter classrooms to discuss what kind of preparation is needed to enter college, and to explain how the campus is reaching out to Hispanic students. Studies have shown that Hispanic students are most at risk in ninth grade, which is the grade where UNM students are placing most of their energy.

#2 Reach Hispanic students at an early age and provide them with a contract to attend college.

Supported by the state legislature, University of New Mexico received special funds to increase minority representation in college. UNM, which has 24,400 students on all of its campuses, sends a letter to all minority eighth-grade students in Albuquerque and the environs notifying them that if they maintain a 2.25 grade point average through high school, they will be admitted to the university.

"We don't require test scores. We find that how they achieve in course work is a better predictor of college performance than are SATs," said Orcilia Zuniga Forbes, vice-president for institutional advancement at UNM. Knowing that they will be admitted to a major state school if they maintain high grades motivates many minority students to attend college.

#3 Provide as much financial aid as possible.

UNM provides financial aid to 40 percent of all first-year students, enabling many to attain higher education who otherwise might not have. Students often receive outright grants or scholarships, not just loans, enabling Hispanics to attend college without incurring debt, said Forbes. Students with a grade point average of 4.0 receive Regent scholarships providing $6000 for four years to cover tuition, room, and board; those with a 3.8 average receive Presidential scholarships of $2300 a year for tuition and some books; and students with a 3.0 average receive UNM scholarships for tuition.

#4 Ease the intimidating forms necessary to apply to school and to apply for financial aid.

Uneasy with the language and culture, many Hispanic students are intimidated by the intricate and complex forms required to apply to college and for financial aid. UNM admission counselors, empowered to make immediate decisions, provide early admissions on site. They meet with seniors at their high school and evaluate a student's high school transcript and recommendations. These counselors assist students in filling out the forms, waive the $25 application fee, and grant students an immediate acceptance or rejection.

#5 Provide necessary tutoring.

To graduate from colleges, students must pass standardized tests, show proficiency, and possess basic skills. To assist students who require remedial courses, UNM provides a College Enrichment Program, a state-funded program linking students with tutors. The tutors work closely with faculty, monitoring the student's progress.

#6 Articulate with community colleges.

Though not finalized, UNM was close to reaching an agreement with Albuquerque Technical Vocational Institute, a two-year community college, to create a joint admission procedure between the schools.

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"It would be seamless," said Orcilia Zuniga Forbes. "Students who maintain a certain grade point average would automatically be admitted into UNM and be eligible for financial aid."

#7 Target the parents.

Florida International University (FIU), located in Miami, must be doing something right because in 1994-95, it conferred bachelor's degrees on 1,832 Hispanics, up from 1,461 in 1991-92. One technique the school employs to attract Hispanic students is to target their parents, said Carmen Alvarez Brown, its director of admissions. FIU admissions staff inform Hispanic parents that their offspring do not have to know what they want to major in until their junior year, debunking a popular misconception about declaring major at application time. Parents are educated that students have a good opportunity to be considered for financial aid despite cutbacks, and that students with a college diploma earn considerably more than do high school graduates. In Latino families, reaching the mother, who often exerts considerable influence on her children, is the most effective way to influence students to attend college.

#8 Use talk radio to broadcast your message.

Since so many Hispanic parents listen to talk radio, Carmen Alvarez Brown communicates her message about the importance of education via these talk shows. On talk shows, Brown discusses how to apply to college and how to earn financial aid, foregoing a focus on touting the advantages of FIU.

"Many of the recently arrived immigrants listen to these shows," said Alvarez. "You can bet the grandmother will discuss this show at the dinner table."

#9 Admissions people must be approachable and available.

When Brown discusses applying to colleges and filling out financial forms at College Night in high schools, many parents want to ask her questions relating to their personal circumstances, questions that really cannot be answered on that night. She gives them her business card, asks them to make follow-up calls, and invites them to her office for one-on-one meetings. That personal approach goes a long way to reaching minority parents who might feel overwhelmed by the college process.

#10 Explain how financial aid works.

Parents must be informed about how students can piece together a financial aid package.

"Parent's don't understand how students can work, join co-op programs, go to school, and serve an internship at IBM or Southern Bell," said Brown.

#11 Introduce high school students to campus life—early.

The University of Texas at El Paso, where 1,066 Hispanic students earned undergraduate degrees in 1994-95, makes a concerted effort to bring as many grade schools students as possible onto the campus to make the college more inviting and less forbidding.

"We want them to think early on that college is an option," said Dr. Sharron Ronco, director of Institutional Studies at the University of Texas at El Paso. "Visiting a college helps motivate students since many first-generation Hispanics don't receive at home sufficient encouragement to attend college."

#12 Create a collaborative agreement with high schools and community colleges.

Having received a grant from the National Science Foundation, the University of Texas is involved in Urban Systemic Initiative, a collaboration among high schools, community colleges, and universities. College officials work with high school administrators to strengthen the high school curriculum to better prepare students to handle the rigors of the college curriculum.

#13 Hire more Hispanic faculty.

Hispanic professors now account for 16 percent of all tenured faculty at the University of Texas at El Paso. Although the university is striving to increase that number, it exceeds the percentages at many American colleges. Having a sympathetic faculty goes a long way to creating an encouraging campus for Latino/a students, not a hostile one.

#14 Attract the best and brightest Hispanic students.

Often regional schools compete against the Ivy League for the best and brightest Hispanic students. To attract top Latino/a students, the University of Texas at El Paso, for example, has earned special grants for students to conduct research in science and engineering.

#15 Once students are admitted, focus on their retention.

Attracting Hispanic students is one matter, but retaining them is another and presents its own obstacles. Schools that have a 70 percent retention level, like the UNM has, have been quite successful. UNM employs a variety of programs to retain students, including intensive financial aid sessions throughout a student's four-year college experience, employment on campus rather than off campus, child care centers, and sustained counseling.

Cross-cultural Centers Hispanic Radio Arturo Iriarte Bilingual Creative Writing

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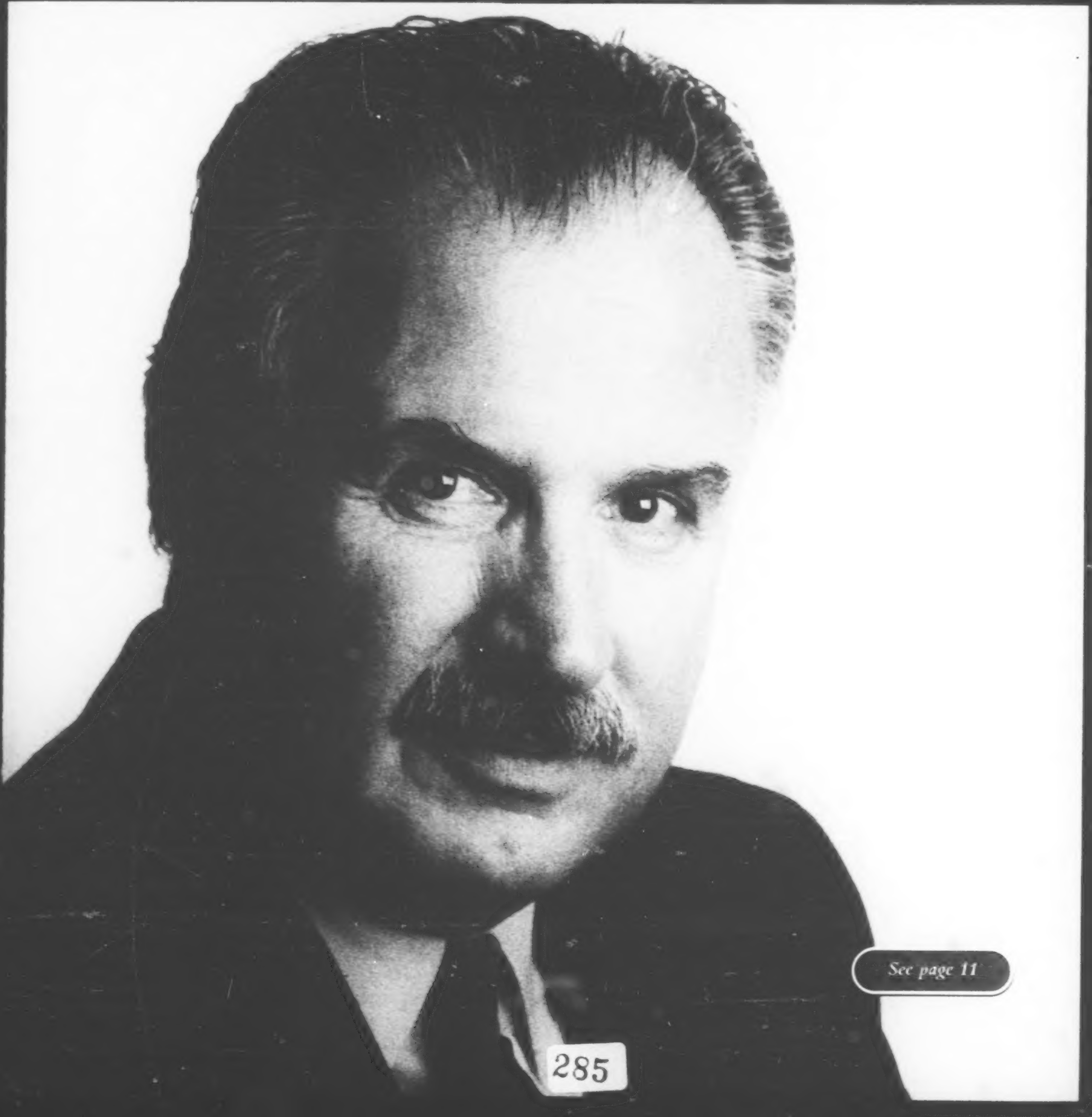
THE HISPANIC Outlook IN HIGHER EDUCATION

Joseph Fernandez Discusses Life after New York City



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Correction: Feature written on Mauro Mujica in the April 12th issue was written by Ines Pinto Alicea.

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OUTLOOK ON WASHINGTON

Bumpy Road Ahead for Remedial Education

by Ines Pinto Alicea

Many colleges and universities in states facing budget constraints are considering reducing or eliminating remedial courses, which could hinder poor and minority students from obtaining college degrees, according to a report released by the American Council on Education.

"If you eliminate these courses, you are going to cut off access to college," said David Merkowitz, a spokesman for the Washington-based organization. "This will have a disproportionate impact on low-income and minority students who tend to come from weaker schools where they haven't been adequately prepared for college."

About 13 percent of undergraduates, or about 1.6 million students, took at least one remedial course in the 1992-93 school year, according to ACE, based in Washington, D.C. Even though white undergraduates comprise the majority of students in remedial courses, minorities are overrepresented in those programs, said the report, entitled *Remedial Education: An Undergraduate Student Profile*, which was based on data from the National Center for Education Statistics.

Nineteen percent of Black, Hispanic, and Asian American undergraduates and 15 percent of American Indian students took remedial courses in the 1992-93 school year, compared with 11 percent of white undergraduates, the report said. Hispanic undergraduates were more likely to be found in remedial reading and writing courses than in remedial math classes, the study said. For example, 18 percent of minority undergraduates taking remedial writing courses were Hispanic, while in math, Hispanics were only 11 percent of the minorities taking those courses. Many of these Hispanics noted in the data used for the study that they either were born outside of the United States or spoke a language other than English at home.

"Remedial education programs give students who otherwise would not have been able to attend college an opportunity to do so," said Linda Knopp, a research analyst at ACE who wrote the report.

Even though most institutions plan to continue offering remedial classes, educators in some states having difficulty balancing their budgets want to offer catch-up classes only at community colleges and to cut the number of remedial course offerings or limit them to first-year students. Community colleges already provide a large share of the remedial course offerings, according to the report; most of the students taking remedial courses attend public two-year colleges. Only one-third attend four-year institutions.

U.S. Secretary of Education Richard Riley told the *Outlook* in a recent interview that the role community colleges play in providing remedial education is vital to higher education.

"A lot of young people benefit from community colleges," said Riley, citing that students can qualify for financial aid as they do in four-year colleges and that community colleges tend to be less expensive for students, particularly if they need to take remedial courses.

Jim Mahoney, director of academic student and international services at the American Association of Community Colleges in Washington, D.C., agreed, saying that without remedial programs, opportunities for a number of students would be limited.

"These are programs we ought to be doing because of who we are," Mahoney said. "It is part of our obligation as community colleges and part of our philosophy."

Some states want high schools to pay for remedial work for their graduates. A proposal transferring the costs to high schools was discussed but discarded last year by Florida lawmakers. They decided instead to study ways to strengthen academic requirements in lower grades.

Secretary Riley said that many high schools across the country are moving toward raising the standards so students won't need remedial work in college.

"All of these efforts have to start early so you are not taking 18-year-olds and trying to teach them basic math," Riley said.

Other states are tightening college admission requirements to reduce expenditures for remedial lessons, the report said. The City University of New York (CUNY) tightened admissions requirements last year. Beginning this fall, applicants judged unable to complete remedial courses within one year will be denied admission to four-year colleges and sent to community colleges. The change will affect about 2,500 of the system's 213,000 students. California State University is reducing the number of remedial education courses it offers over the next ten years, Merkowitz said.

Gustavo A. Mellander, dean of the Graduate School of Education at George Mason University in Fairfax, Va., expressed concern that the student populations at universities will become increasingly homogenous as they eliminate remedial programs from their course offerings.

"I hate to see colleges and universities be so elitist that we accept only future Nobel Prize winners," Mellander said. "It creates an artificial environment, and it doesn't reflect society."

Many institutions do not compile information on the retention and graduation rates of students who have taken remedial coursework in college. Interestingly, the study found that while the majority of undergraduates who took developmental classes were first-year students, nearly one in five was a junior or senior. The study also showed that students who receive remedial help have aspirations similar to those of undergraduates who do not take developmental coursework. More than one-half of all students receiving remedial help planned to pursue a post-baccalaureate degree.

"As the debate about the role of remedial education at colleges and universities continues, it will be necessary to balance concerns about the inadequate preparation of some college students against the benefits students derive from remedial programs," said Knopp, the author of the report.

California's Cross-cultural Centers

Grassroots efforts at campuses throughout the state university system address issues of race and diversity.

by Michelle Adam

Students are standing in a cafeteria line at California's State University at Long Beach. A student suddenly proclaims to another in a fairly loud voice, "This place is really white. It bugs me." A crowd of colleagues turn to see the commotion, while across campus another student yells out, "Hey, white girl."

These aren't typical words on a college campus. But at CSU-Long Beach, students actively involved in its multicultural center are participating in proactive and creative means of communicating and confronting issues of racial tension. They weave performance and discussion in and out of everyday campus life, raising issues of racial difference that would otherwise remain unspoken.

CSU-Long Beach is just one of many multicultural centers in the California State University system that has risen out of the increasingly prevalent racial tensions—the tensions that became so evident during and after the 1992 Los Angeles riots. In the past 5 years alone, 20 to 25 multicultural centers have been developed throughout the California University system, built specifically to house places for communication about racial differences and their tension. And community colleges are beginning follow suit as well.

These centers are replacing what James Sauceda, director of the Long Beach Multicultural Center, described as segregated monocultural programming. In that model, individual student groups shared their differences through prepared food and music, and unspoken tensions were only handled once explosive incidents occurred. In the past, ethnic studies programs were also used as umbrella programs to focus on cultural differences, said Sauceda, but they weren't linked to the segregated campus climate.

CSU-Long Beach developed a multicultural center, as did many other schools, to respond to students' frustrations over the segregation on campus. The CSULB Center was formed on the day Los Angeles began to clean up its ravaged communities from the upheaval of the 1992 riots. It opened to a gathering of 500 frightened students pledging a commitment to fostering, communicating, and respecting ethnic diversity on campus and beyond. Students for the first time spoke openly about their fears and anger.

"Our whole state has been shaken to its marrow," said Sauceda. And as he described during an interview with the *Hispanic Outlook* at that time, "It is the upheaval that provided opportunity for change."

Since then Sauceda's center has grown, expanded, and influenced new centers. And as he pointed out, many new centers throughout the state were developed and reshaped in reaction to the riots in Los Angeles. The riots, or upheavals (a term Sauceda chose to use), were a result of an absence of empowerment among ethnic minorities.

"When you grow up to police brutality, lack of adequate services, and an educational system that doesn't include you, you become angry and fearful," said Sauceda, who grew up in Compton, a predominantly African-American community in Los Angeles.

Although African Americans and other ethnic groups at Long Beach initially wanted their own group centers, the university committed itself to creating a center that would include all races, including Anglo Saxons.

"Our students never felt that the center was a students-of-color place," said Sauceda. " The philosophy has to be bigger than that. Our identities are more composite," he added.

From the beginning, the center's mission was to manage permanent

> ***"We have created a whole engine of diversity training way beyond our campus. There's a different kind of commitment—a level of discourse that is deeper."***
>
> **James Sauceda, director,**
> **Long Beach Multicultural Center**

tension instead of trying to create an illusionary harmony. It was about communicating differences often hidden within the misunderstood cultural subtitles that become reason for unnecessary tension (like the differences in decibel levels between Blacks and whites when they speak, or the difference of eye contact between Blacks and certain Asian groups, explains Sauceda). And as he noted, the issues aren't just multicultural but intercultural as well.

"There is such a range within each group. People assume there is this monolithic unity among Blacks, Latinos, etc.," Sauceda said.

Latino groups experience their own tensions between the sexes and their own original national identities. And ethnic groups on campus are broken down in their own specialties just as business, politics, and the arts are among academic disciplines. Sauceda therefore prides himself on the fact that the center creates an environment of inclusion for all races instead of promoting the American way of separateness.

Since its inception, Sauceda has developed creative ways of communicating and sharing racial differences and biases. The Rainbow Warriors, a progressive theatrical troupe of students, faculty, and staff, write scripts and implement planned and impromptu performances centering on themes of ethnicity, race, and culture. The group performs at school assemblies and outside high schools and community forums. The center also provides a gallery of multicultural artists and supports research, workshops, forums, and publications of cultural learning. And when food customs are shared between ethnic groups, students take on different cultures instead of their own.

The center becomes a support system for groups ranging from La Raza and the African American Business Club to environmental and women's groups. "We are communicating across the cultural divide," said Sauceda.

Like various other centers, CSULB is reaching far beyond its campus. Students go into the middle schools, high schools, and other CSU campuses to perform and discuss issues of racial differences. Politicians, immigrants, and other members of the state and community have also been invited to talk and share in the activities. Sauceda himself has visited 10 states in the past three years to speak and perform diversity training at educational conferences, professional organizations, and scholar organizations.

"We have created a whole engine of diversity training way beyond our campus," said Sauceda. "There's a different kind of mainstream commitment—a level of discourse that is deeper," he said.

In recent years, the CSULB center has joined approximately 20 other multicultural centers and programs of the CSU and California University systems, as well as community colleges and private schools, to form a directors' group of cross-cultural centers. Corina Espinosa, director of the UC-Irvine's Cross-cultural Center, hosted the first meeting in Aug. 1994 because she had been getting so many calls from colleagues for advice for building and improving multicultural centers.

"It's been heartwarming to see the number of schools building on what they have or building new centers," said Espinosa. She listed some of the various schools that have built centers in the past five years—UC-San Diego, UC-Davis, Cal State-San Bernandino, Cal Poly-Pomona, and UC-Santa Barbara.

"The growth comes from demographic changes—campuses with more minority students," said Espinosa. At UC-Irvine, 68 percent of the students are students of color, which isn't unusual for California schools. According to the US Census Bureau's population statistics, more than 50 percent of all undergraduate students are non-Caucasian. And a large percentage of the growth in student population has occurred in the past 20 to 30 years.

"Before, we used to just keep pace with race relations," said Espinosa about five years ago. But with demographic changes as well as political ones, "we now have to be two steps ahead," she explained.

UC-Irvine's center was created in 1989 in response to a student referendum to construct a student union that would house a cross-cultural center. The center and its students have since promoted colloquiums, minority retention and development programs, mentoring, and outreach and diversity training within and outside of the campus. According to Espinosa, the level of discourse training around issues of diversity has increased since the uprisings in L.A.

"We focus a lot more on communication since 1992," said Espinosa. "I think the riots heightened our sensitivities to how tenuous the whole race relations thing is."

The recent political climate of California—from the University Regents' turning the clock back on affirmative action to voters approving anti-immigration bill Proposition 187—has also helped push issues of race relations to the forefront of students' lives. Last October, Chicano students held a 16-day hunger strike in reaction to the Regents' retraction of affirmative action policy, while other students protested with vigils and rallies. The center stood behind the students' cause and has helped focus attention on issues like Proposition 187 and affirmative action by promoting colloquiums and discussions around these issues.

"There are larger issues that permeate the campus now. There is a sense of frustration and helplessness," said Espinosa.

Espinosa works with faculty and their departments to make sure they are aware of and open to the importance of diversity training. With such divergent views on political and social issues that impact student's lives, she stressed the importance of maintaining a center for dialogue and conflict resolution.

"I am more than concerned and almost frightened that unless we continue to foster diversity, economic and political issues will pit us against each other," she said.

Francisco Rodriguez, director of UC-Davis' Cross-cultural Center, also sees his center as a place to "centralize the issue of diversity." At a university where the majority of the students are minority as well, it becomes a practical matter to be culturally competent.

"It's not a fad—it's something that is in front of us," said Rodriguez.

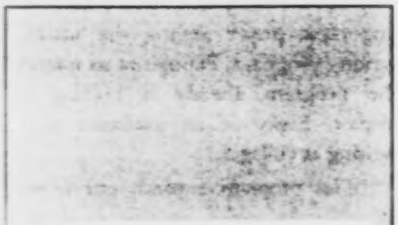
The UC-Davis Cross-cultural Center promotes educational forums and campus-wide programs on diversity and race relations. It sponsors leadership development for minorities to help bridge the gap between the small number of ethnic minority leaders and their growing population. The center's programs are also woven into the fabric of curriculum and student organizations. Rodriguez goes with students out into the community to promote and implement cultural workshops and to talk about issues of race and gender. On one occasion, the center attracted 1100 people, including community members and the Regents themselves, to an organized public discussion after the Regents voted against affirmative action measures in the schools.

"The future of cross-cultural centers is that they are going to become more important," said Rodriguez.

Although the student populations and their centers vary depending on their location in the state, their mission and goals are very similar. At Cal State at Sacramento, 63 percent of students are minority, the majority of which are Asian instead of Latino. But equally so, the multicultural center, lead by Leonardo Valdez, has been active in creating programs and events that celebrate and communicate human diversity. The center has sponsored memorials to racism and run training in residence halls on racial and sexual issues. Valdez has taken diversity training into the high schools and junior high schools and has helped weave issues of diversity into the curriculum.

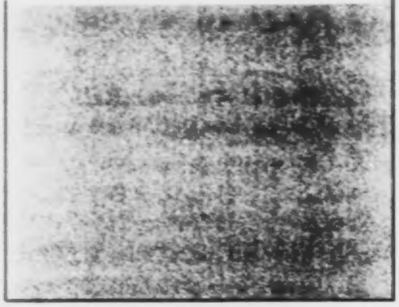
"I've gotten more requests from faculty for program assistance for the last couple of semesters," said Valdez. "I also get 8 to 10 requests a day from programs, schools, and businesses for some kind of program dealing with diversity."

The center has also promoted panel discussions on affirmative action and immigration. And although students, faculty, and staff have expressed anger and concern over the more controversial actions of the center, it has hosted exhibits on the Black Panther Party as well as hate groups like the Ku Klux Klan. "We do a lot of things to provide students with exposure to information," said Valdez.



"Issues of racism and sexism don't affect just one group. They affect everyone."

Leonardo Valdez, head of the Cal State-Sacramento Multicultural Center



Although Valdez has witnessed increasing student involvement in the center and greater requests for diversity programming, he realizes that there's still a lot of work to be done. Students are still likely to support their own causes and not those of their neighbors. Often students will also opt to remain silent when issues are raised because of their anger over political injustices.

"What I do not want this center to become is a place for separate groups," said Valdez. "Issues of racism and sexism don't affect just one group. They affect everyone."

Although dialogue surrounding issues of racial tension has only just begun in the past several years, California schools are clearly leading the way further in this direction. They, through their multicultural centers, are taking a more proactive approach to race relations on college campuses and beyond.

"There is a different momentum here—and I see it as long-term," said Sauceda. Through the support of multicultural centers, students can begin dialogue about their differences and can acknowledge the tension that they as future leaders will live through and grow from. As Sauceda once pointed out, "We are in the process of inventing a multicultural democracy," and California's multicultural centers are a first step in that direction.

Nothing Lost in Translation

University of Texas at El Paso introduces a unique bilingual creative writing program.

by Ines Pinto Alicea

Students at the University of Texas at El Paso (UTEP) can capture the bilingual and bicultural nature of living in a bordertown through a unique graduate writing program that gives students the choice of writing in English, Spanish, or both.

"We encourage students to use both languages in their creative writing," said Leslie Ullman, who is director of the program. "That is the fun of it. There aren't any rules. We just tell them, 'Let's see where it's effective and where it isn't.'"

Started three years ago, this creative writing program was developed to draw on the cultural mix of El Paso, which has a 70 percent Hispanic population and is only a bridge away from its Mexican neighbor, Juarez.

"We encourage students to explore the [Hispanic] culture," Ullman said. "We feel they can use it in ways they hadn't thought about before."

But much like Juarez and El Paso are two separate cities with many connecting ties, this master of fine arts program at UTEP is two separate divisions with many links. One division, run by the English department, is for individuals writing primarily in English. The department of languages and linguistics manages the students writing mainly in Spanish. Students can move easily between classes offered in the two departments. Also, students and faculty members in both departments jointly publish a literary magazine, *Rio Grande Review*, which features poems and short stories in Spanish and English.

"Ultimately, we would like to have one department where the students could be in one place physically," Ullman said.

Benjamin Alire Sainz, an assistant professor of English in the program, agrees, saying that because the program is so new, there are still some areas that need to be developed, but that the program has the potential to become an important player among the nation's writing programs. Though in its infancy, the program already is making an impact. Eight of its graduates teach writing at colleges.

"This program expands our notion of what American writing is about," Sainz said.

Sainz said that the school's location at the border offers students a unique perspective as writers.

"All writers are grounded in a sense of place, and anytime you live on a border, your sense of identity shifts," Sainz said. "The border reality is not easy to reflect in one's writing. Your identity is no longer fixed. You are in a place between two countries, and that affects the way you look at yourself and the way you look at the world."

> ***"People here speak English, Spanish, and Tex-Mex. We want students to capture that in their writing. We give them the freedom to do that without censorship."***
>
> **Benjamin Alire Sainz, assistant professor of English, UTEP**

While the bilingual/bicultural character of this creative writing program is key to its uniqueness, students are not required to be bilingual. About 16 of the 35 students enrolled in the program are bilingual.

"People here speak in English, Spanish, and Tex-Mex," Sainz said. "We want the students to capture that in their writing. We give them the freedom to do that without censorship."

Manuel Velez, 28, a bilingual student who is graduating from the program this year, said some monolingual students in the program initially struggle with the bilingualism, even responding negatively to it in creative writing projects. Eventually, their comfort, understanding, and acceptance of the bilingual aspect of the program increases, he added.

Still, Velez said it was the bicultural and bilingual nature of El Paso that attracted him to the program from his native Salinas, Calif. The Hispanic culture permeates throughout the city and plays an important role in daily life, which he said allowed him to develop a deeper understanding of his own Hispanic background and combine his heritage with his studies.

"I thought I could better grow with my writing in this program and in this city," Velez said. "The program allows me to focus on my work completely and to experiment with my work."

Velez said the bilingual/bicultural environment also has helped him develop himself as a poet whose writing focuses on life in the barrio, which is where he grew up.

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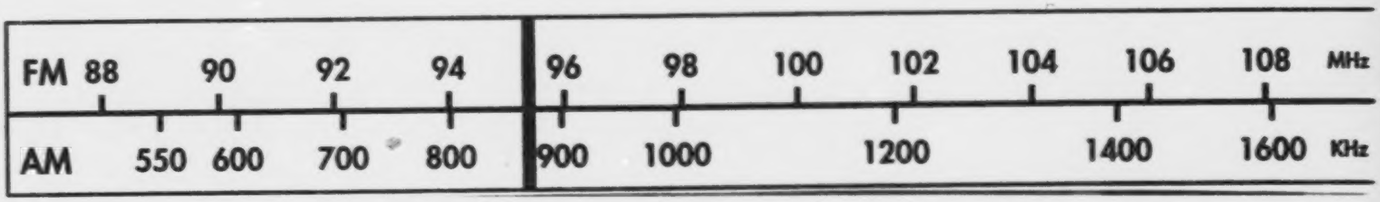
What's the Frequency?

Hispanic Radio Growing in Popularity

by Miriam Rinn


FM 88 90 92 94 96 98 100 102 104 106 108 MHz
AM 550 600 700 800 900 1000 1200 1400 1600 KHz

Hispanics enjoy listening to radio, and the Spanish-language radio industry is responding by providing Hispanic Americans with varied radio programming that they can enjoy even more. According to Arbitron, a communications research company, Hispanics listen to radio three hours more a week than does the general population, for a total of 25 hours, 15 minutes. Within 15 years, Arbitron estimates that 40.3 million Spanish-speaking Americans will be listening to their radios every week.

That's a lot of customers. And they're loyal ones, too. The Spanish-language format is by far the one preferred by Hispanics (although older Hispanics are more loyal to the format than are younger ones), and as reported in *Radio Today*, the Spanish-language listener listens consistently throughout the day and for long periods of time. Within the continental United States, including Puerto Rico, there are 235 radio stations broadcasting Spanish-language programs, with most of those in Los Angeles, Miami, and San Antonio, according to 1993 data. Of those, approximately 110 stations are owned by Hispanics.

But Spanish-language radio is not what it was 10 or even five years ago. Both demographic and business trends are contributing to change. Increasingly, Hispanic radio is reflecting the Americanization of Latino immigrants and is broadcasting to a bilingual listener. The changes can be heard in the musical selections as well as in the DJ patter between songs. While some stations are completely bilingual, presenting news and weather in both Spanish and English, others incorporate an English-sprinkled American-style Spanish that would hardly be understood in the streets of Madrid or even pre-Castro Havana.

Eduardo Gomez, owner of KABQ in Albuquerque, N.M., reports that "bilingual stations are cropping up everywhere." While they started in San Antonio, one of the seven cities with the highest Hispanic populations, they are spreading throughout the Southwest. The format they use is called "tejano," ("Texas" in Spanish), and they play the tejano music that's so popular along the border.

At KRMX-AM, one of the top five radio stations in Pueblo, Colo., the tejano format has been a big success, according to business manager Diane Young.

"When we went bilingual and changed the format, our audience jumped 1000 percent. We are reaching both first-generation Mexican immigrants as well as indigenous Americans," says Young. KRMX is completely bilingual in its DJ patter and plays groups like the Texas Tornados, who use English and Spanish in their songs.

Although the station program managed by Jerry De La Cruz is described as "tejano" by Radio Datatrak, actual tejano music takes up less than 50 per cent of the air time.

"New Mexican music is very popular here," Young says. "We also play traditional mariachi music." Only 30 to 40 percent of KRMX's audience is Mexican, with the rest being second- or third-generation Hispanic Americans or Native Americans with Hispanic heritage. (Pueblo has a 40 percent Hispanic population.)

While the tejano or bilingual format is slowly expanding out of Texas, there's been resistance—primarily from pure Spanish-language stations on the East Coast, according to Gomez, where most Puerto Rican and Cuban Americans live—and even some hesitation in California.

"There is a fear among the pure-Spanish broadcasters that tejano stations will pull away some of their Spanish-language advertisers," Gomez believes. The fear is primarily cultural but has a monetary aspect as well. These broadcasters worry that if GM has a certain budget to reach Hispanic listeners, they might spend it at tejano stations, where the listeners are younger and completely bilingual. The program managers who are most concerned are primarily foreign-born, according to Gomez. Although they don't program specifically for a Colombian or Peruvian audience, they do approach the job with a Colombian or Peruvian perspective. That's not appropriate for younger Latinos, who, like it or not, are completely American.

"There are lots of wonderful things happening in Spanish radio," Young says, "but it can't be lumped all together just because it's Spanish." The DJs at KRMX are American-born, and their Spanish has an American twang. Nationwide, radio announcers and DJs are getting away from bland, correct, non-regional Spanish. In Pueblo, "they flip back and forth; they'll give the weather update in Spanish, then flip back to English." Underlying the change is an audience comfortable in both languages.

"Young Spanish people growing up today speak both languages. You have to speak both languages, and then if you are going to be in management, you [have to] have your education," says Ralph Sanabria, program manager of WPAT-AM in New York City. The Spanish Broadcasting System recently took over the FM band of WPAT, but Sanabria reports that the language that the young radio professionals speak in the hallways is English. After all, the people they have to deal with in advertising and other agencies are English-speaking, he points out.

> **"When we went bilingual and changed the format, our audience jumped 1000 percent."**
>
> **Diane Young,**
> **business manager,**
> **KRMX-AM, Pueblo, Colo.**

Sanabria, who has been in radio for 25 years, doesn't believe that being Hispanic has influenced his career, either negatively or positively. "It never dawned on me until recently that it made a difference. I was never hired anywhere because I was Spanish."

Another New York City radio personality, Lisa Lopez, the weather announcer on "Rambling with Gambling" on WOR-AM, doesn't believe that her Hispanic heritage has made much difference either. Lopez, like many other broadcasters, got into radio in college in Memphis. She began DJing at a rhythm-and-blues or "urban" station in that Southern city. As a woman, Lopez was met with skepticism "for many years," she says, "but you have to prove yourself." The daughter of a Puerto Rican mother and Jewish father, Lopez is not her real name. "We use fake, catchy names," Lopez, who was known as Lisa Lipps on the morning show on WBLS, a New York City urban station, explained.

"I have never thought of myself as different," Lopez says, even though in Black-and-white Memphis, she stuck out. Although she has experienced bigotry, sexism has been much more of a hurdle for her than has racism, she believes. Many program directors do not want two women on the air back to back because they believe that women don't like to listen to women. "I've always had higher listenership among women," Lopez retorts.

Radio watchers agree that Hispanic radio is moving towards developing its niche markets, just as mainstream radio did in the 60s. *Broadcasting & Cable* reports that targeting specific segments of the audience with tejano, Spanish dance music, Spanish ballads, merengue, or other formats translates into higher ratings. Happy listeners are listening longer.

"We are being forced into our own niches," Gomez agrees, and he foresees a time when there will be Spanish all-talk or all-news radio, as well as all sorts of Spanish music. Advertising revenue will inevitably follow higher ratings, according to Alfredo Alonso, general manager of Spanish Broadcasting System's New York division, as advertisers flock to sell products and services to loyal Hispanic consumers.

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"I want to give a voice to those not regularly represented in poetry," Velez said.

Velez is a good example of the variety of backgrounds and the cultural mix of the students in the creative writing program. Nearly half a dozen of the students enrolled in the program are U.S. Hispanics, and eight of the students are Mexicans citizens who got their undergraduate degrees in different fields, including engineering and business, in Mexico.

Judith Fourzan, a native of El Paso who teaches writing in an English as Second Language Program and who is just beginning the program, said that even though her Spanish is limited and she is not Hispanic, she likes the challenge of being able to experiment with the two languages in her writing and drawing on her experiences of growing up in a bilingual and bicultural city.

"It gives you more options," she said. "It's great exposure. It is appreciated and recognized as its own unique art form."

Fiction and poetry are still a mainstay of the program, and students are exposed to a lot of American and English literature. Their reading list also includes works by U.S. Hispanic and Latin American writers, but Ullman said that part of the curriculum is being revamped.

"One problem is that the literature curriculum is not as multicultural as it should be," Ullman said. "We are taking steps to correct that."

Sainz said he hopes to offer a Chicano poetry course in the fall through the English department and, at some point, teach a course on U.S. Hispanic writers.

Joseph Fernandez

Former New York City Chancellor of Education reflects on his career beyond the Big Apple.

by Jeff Simmons

Joseph Fernandez is relaxing in his spacious second-floor office on one of the few days when he isn't harnessed with luggage and barrelling through yet another airport terminal metal detector. Clad in blue jeans and a t-shirt, he's methodically leafing through seven carefully stacked piles of folders set on his large desk and the credenza behind him.

It's one of the few easy days he's had over the last few months, and he can gaze through the leaves of the towering oak trees outside his Winter Park, Fla., office and reflect on his life and times.

"The days all blend together," says Fernandez, who just turned 60 and hasn't slowed down a bit despite his three-year-old existence out of the spotlight and, in many respects, out of the line of fire. "It's a different type of life. It really hasn't slowed down; it's a different type of pressure."

"One of the most daunting things when you're chancellor or superintendent is not only how your school system is running, but the whole issue of the safety of the children is always on your mind," says Fernandez. "And while you still worry about it and think about it when you're out of the job, it's different when you're totally responsible for it."

Fernandez, the son of Puerto Rican parents who encouraged him and his older sister to fit in with American culture and master the English language, has reflected often on his 34-year career in education: his meteoric rise through the school system in Dade County, his achievement as the first Hispanic high school principal there, and his four-year tenure as the 20th chancellor of New York City's 1,000-plus schools.

When he was hired in 1993, Fernandez was touted as the "Next Big Thing," a man who could surmount formidable obstacles and reform a decaying system, the largest in the nation with close to one million schoolchildren and a 125,000-member workforce. But four years later, tumult over social issues and bitter relations with a combative board of education catapulted Fernandez from office when his contract was not renewed. He left office, head still held high, on the last day of June in 1993.

Having served in nearly every role in a school system since starting out as a math teacher, Fernandez conceded that he'd had enough as an insider, that he would not consider returning to another administrative education post—though the offers pored in —or even the classroom. But he nevertheless returned to the boardroom. Fernandez accepted a job with the Washington, D.C.-based Council of Great City Schools in a part-time post, heading off a group that brings together leaders from the nation's largest urban schools to tackle systemic ailments.

> ***"I would never go back to a superintendency, I'm not at that point in my life. I'm very happy doing what I'm doing now."***
>
> **Joseph Fernandez,**
> **former chancellor of education,**
> **New York City Public Schools**

"I would never go back to a superintendency," he now says. "I'm not at that point in my life. I'm very happy doing what I'm doing now."

At the same time, he and his wife, Lily—who have four children—moved out of the Brooklyn brownstone that the city board of education had purchased for him at a commanding $1 million, and headed south to Florida, where he earned many of his teaching stripes. The family had moved there originally, in fact, after one of his sons, Keith, was diagnosed with croup and a doctor recommended a much warmer climate.

As Fernandez proudly dove into work with the council, though, he was being courted by Kenneth Miller, president of the Teacher Education Institute in Winter Park, to work together, possibly on a joint consulting venture hinging on one of the hallmarks of Fernandez's tenure in office, site-based management.

"We kicked the idea around, and I liked it," Fernandez says, "plus I liked the fact that it would be a full-service consulting firm. The thrust was, we would hire consultants on an as-needed basis and bring certain expertise to the jobs we were contracted to do. We didn't want to limit ourselves to just the site-based management."

Less than two months after leaving the Big Apple, Fernandez and Miller started School Improvement Services, Inc., on Aug. 16, 1993, immediately attracting clients through word of mouth. One of the first calls came from a Rutgers University administrator who was promised a bonus if she could track down Fernandez's whereabouts—and she did. Fernandez was hired to assist the Camden, N.J., campus create a strategic plan to develop a school for students in kindergarten through eighth grade.

At first, Fernandez shared space with the Teacher Education Institute on the first floor of a two-story building across the street from the Winter Park Civic Center, merely a stone's throw away from the hustle and bustle of Orlando's Disneyworld. But in recent months, with the business expanding and the second floor opening up, Fernandez has moved on up, placing a select number of plaques from New York and Dade County education groups on his walls.

School Improvement Services now employs close to 200 experts on a variety of projects, though only four—including Fernandez—comprise its core staff. And the work has hit all levels of education, from kindergarten to graduate school programs. The consultants work with administrators, teachers, and parents, in schools, and with social service agencies, advocacy groups, and corporations.

Under Fernandez's guidance, the firm has assisted schools in restructuring, finding ways to draw greater revenue and win grants, providing links with non-profit and governmental institutions, offering leadership training, implementing technology, and streamlining operations—many projects stirred by demanding budget cuts that have caused districts to rethink how they spend and where they should marshal their resources.

School Improvement Services, on which Fernandez serves as both president and CEO, has amassed a prestigious list of clients—such as the Georgia State Department of Education, the Princeton Review, Teach for America, the Palm Beach County Schools, Global Initiatives Inc., the Dallas Independent Schools, and Cleveland Public Schools—and has also done work for the Great City Schools Council.

As business prospered, the demands exacted one toll—Fernandez resigned from his post with the council in March 1995. That allowed him to travel—which he now says consumes 30 percent of his time—to Atlanta, San Diego, Chicago, Anchorage, and other cities. He still rode the lecture circuit for some time but now has even winnowed that schedule. Even his brief interview with the *Hispanic Outlook* was bracketed by trips—from Atlanta and to San Diego, Atlanta, Washington, D.C., and (for a meeting with the College Board, on which he still sits) New York.

"My biggest regret now is that I left the way I did," Fernandez said. "My contract was not renewed. I would rather not have left under those circumstances. I still feel that I was true to what I believed in and know that I

"One of the most daunting things when you're chancellor or superintendent is not only how your school system is running but the whole issue of the safety of the children."

Joseph Fernandez,
former chancellor of education, New York City Public Schools

felt the relationships with the kids were important."

Surprisingly, when Fernandez is summoned to speak about urban education, to discuss his book, *Tales Out of School*, and recount his New York experience, only on the rarest of occasions have people questioned him about his controversial stands on gay-sensitive curricula and condom distribution programs in schools—issues that were largely responsible for the tide that turned against and overtook him.

"I'm surprised at how little that comes up," he says. In retrospect, Fernandez admits that he would have handled matters somewhat differently, not planting his heels in the ground as squarely as he did on the condom program. He now concedes that he would have allowed an "opt-out" provision, which New York City's board later approved after hurling Fernandez into the Hudson River.

Such a provision allows parents to decide first whether their high school-aged children may receive condoms at schools. Parents need only notify the board via letter if they don't want their kids to get condoms. "I was approaching the matter from the point of trying to save lives," he says, adding that "probably we should have looked at a parental opt-out provision."

But his stance on the Children of the Rainbow curriculum, which in part taught students about gays and lesbians, has remained firm. He believes all students should learn about different cultures and lifestyles. "I'm still adamant about that," he says. "We had better start teaching tolerance to our kids out there."

Instead, the talk often turns to looming issues confronting urban education and solutions to remedy the problems.

"That's exactly what we're all about," he says of his firm. "We don't suggest that we have all of the answers. We like to focus on what some of the problems are.

"One of the biggest problems in urban education is the reduction of budgets that is taking place. Right now, there is an 11 percent reduction nationally in Title 1 (formerly known as Chapter 1) funds, but we're really starting to see a turnaround in kids taking Title 1 programs: we're starting to see improvements in test scores. Now we have to go back in and redefine.

"We're now having to look at challenges like we did at Rutgers—at how you can pool whatever the juvenile justice system is doing, whatever the social service programs are doing, and whatever the health and human services are doing in order to pool the combined resources and thus come up with a better delivery model."

School choice has also dominated discussions in many quarters, including New York. While Fernandez has come to embrace choice as a worthy alternative, he limits his scope to public education, a staunch believer in not setting up a choice competition among public and parochial schools. "We shouldn't be afraid of choice," he says, "as long as we put clearly defined safeguards in place so they don't become elitist schools. We should not run away from them because they are new."

An avid reader, Fernandez occasionally becomes anxious when pouring over the *New York Times* and studiously examining accounts of New York City schools, the ongoing rifts between City Hall and the board, and assorted daily scandals. "Sometimes you wish you were there to help, but other times I'm glad I'm not there to deal with that situation," he says, seemingly breathing a sigh of relief.

Still, Fernandez is pleased with many of his accomplishments, topics that he readily discusses on the road and cites when extolling the virtues of his consulting firm. He talks of boosting standards in math and science for students, forging solid partnerships between schools and businesses, improving school safety, and cracking down on school board corruption to improve teaching and learning for students.

Whether in Dade County, as the superintendent, or in New York City, as the man called on the carpet every time a building brick toppled or a teacher struck a child, Fernandez was always on call, a sort-of school cop working 24 hours a day. But in his switch from an insider to an outsider, he's been given sufficient time to relax and soak in more personal time.

"I've lost some weight," says Fernandez, who now works out at the gym every day, mostly using the LifeCycle cardiovascular machine. He's now strengthening his hand once again at tennis and racquetball and bought season tickets to the philharmonic for himself and Lily. "I work out now more than I did before."

And he and Lily have moved into a spacious home beside a 50-acre lake near Orlando, moving his mother in with him and giving the family time to enjoy peaceful boating jaunts just off their backyard.

Fernandez, pacing his office when asked about the changes in his work and home life, says, "I'm doing a lot more of my own writing now." Before, his press secretary, Jim Vlasto, did much of that, but now Fernandez is responsible for preparing his own "speech bullets" before he steps up to the dais.

"On the other hand, it's a very casual existence for us. I'm here in jeans and a t-shirt," points out Fernandez, who grew up in New York City. The walls are lined with plaques from prestigious groups and academia. But it's more the personal gifts from kids that hold a special place in his heart. "I do have some t-shirts from high schools in New York that I still wear, and I still wear my Yankees baseball cap."

DOES INSTITUTIONAL ACCREDITATION ADDRESS THE ISSUE OF QUALITY?

by Arturo U. Iriarte, Ph.D.

Executive Associate Director, The Commission on Higher Education of the Middle States Association of Colleges and Schools

The concept of self-regulation has long been proclaimed a distinctive feature of higher education in the United States. Since the establishment of the first regional agency in the late nineteenth century (The New England Association of Schools and Colleges), American higher education has basked in the luxury of self-evaluation through the vehicle of voluntary accreditation. To this very day, the uniqueness of this concept is praised and sought after by foreign academic communities, which tend to be strictly regulated by government agencies.

> **"The integrity of the self-evaluation process assures students, faculty, community members, and the public that the end results and recommendations will not only be carefully considered and incorporated into the framework of the institution but will also guide its future plans and directions."**
>
> **Dr. Arturo U. Iriarte**

Through the years, the underlying purpose of institutional accreditation has been debated among members of the academic community. However, a large faction maintains that the overall accreditation process helps promote and certify the academic integrity of a college or university. Through self-study and an evaluation team visit, regional accrediting agencies acknowledge and confirm the institution's mission, goals, and objectives as well as the process used in carrying out its mission.

Accreditation thus becomes an expression of confidence that an institution is meeting its goals and addressing the academic needs of its students. How an academic community communicates and interacts with its constituents and the public, and how it seeks to achieve and deliver the goals and objectives specific to its mission, are but a few of the questions to which institutions must respond in the process of self-study. The basic premise is that this process of voluntary self-evaluation and peer review helps an institution to assess its strengths and weaknesses and motivates it to improve.

In the process of self-study, institutions are expected to address a list of standards adopted by the accrediting agency's membership. These standards, which constitute the basis of the evaluation process, are considered to be the important common attributes of all institutions. As an institution goes through the process of analysis, it reviews each standard and considers the growth and development that has taken place since its last evaluation. In addition to other areas, these common attributes include the integrity in the institution's conduct of all its activities; its stated mission and goals appropriate to the institution's resources and the needs of its constituents; a series of standards related to admission and other student policies; student services appropriate to the educational, personal, and career needs of its students; and programs and courses that develop general intellectual skills as well as provide opportunities to learn about our culturally diverse world and how to interact effectively in such a world.

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THE HISPANIC Outlook IN HIGHER EDUCATION

Career Development Issue

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Luis Hernandez at his Community Service Learning Co-op, La Alianza Hispana (see page 7)

Texas Two-Steps Affirmative Action

by Ines Pinto Alicea

The University of Texas Law School is asking the U.S. Supreme Court to overturn a ruling that prohibits it from using race as a factor in admissions.

The university was sued by four white applicants who had been rejected for admission to the university's law school in 1992 even though their grades and test scores had been higher than those of some Black and Hispanic students who had been admitted. In March, a three-judge panel of the United States Court of Appeals for the Fifth Circuit ruled that the law school's admissions procedure was unconstitutional and said it could not discriminate against white applicants in favor of Blacks and Mexican Americans to make up for a "perceived racial imbalance."

"This ruling sends a strong signal that the era of racial preferences is over," said one of the plaintiffs' attorneys, Michael P. McDonald, president of the conservative public interest law firm, the Center for Individual Rights in Washington. "The decision shattered a belief in the educational community that they had to employ racial preferences to do their business."

The law school could have appealed the case to the full court of appeals, but opted to ask the U.S. Supreme Court to overturn the ruling after the U.S. Justice Department decided to join the university in its appeal. Associate Attorney General John Schmidt said at a briefing in Washington that increasing diversity on campus had a clear educational justification. The U.S. Supreme Court is expected to decide whether it will hear the case by Sept. 1.

Dan Morales, the state attorney general for Texas, said he was confident that the nation's highest court would review the case. It has been nearly 20 years since the court issued the landmark decision in Bakke v. Regents of the University of California.

In that 1978 case, the Supreme Court, by a 5-to-4 decision, found that Allan P. Bakke had suffered reverse discrimination when he was denied admission to the medical school of the University of California at Davis. At the same time, however, the court upheld the legality of affirmative action, saying it was permissible to take race into account in admissions so long as it was not the sole or primary factor.

The state attorney general said that he hoped the court would agree with the University of Texas' contention that there is a "great societal benefit to draw upon a well-educated and diverse population."

But, Carl Cohen, a professor of philosophy at the University of Michigan and author of *Naked Racial Preference: The Case Against Affirmative Action*, said that continuing the practice of racial preferences for admissions on the nation's campuses is harmful.

"Race relations have deteriorated because of the hostility and distrust that arises from racial preferences," he said.

Cohen said he believes that if the appeal panel's decision is allowed to stand, it will reduce the numbers of minorities at campuses across the country in the short term. In the long term, however, the decision will benefit minority students, he said. Many minority students complain that faculty members and fellow students assume they are not qualified to go to college, Cohen said. He contends that this false assumption is encouraged by affirmative action through racial preferences.

"The benefits to minorities will be substantial. These stereotypes of inferiority have been reinforced by this system of giving racial preferences. That's an unhealthy situation. I have no doubt that minorities can win a place for themselves."

But, Samuel Isfacharoff, a law professor at the University of Texas at Austin and one of the university's lawyers, said the school has an "obligation to take into account" the racial background of law school applicants because the university has had a "history of discrimination against racial minorities." Also, he said that as a state institution, it has a responsibility to fill "the need for minorities in the legal profession." That is why the school is turning to the Supreme Court to overturn the appeals panel's decision.

The appeals court panel said the state of Texas had failed to justify the race-based admissions policy by establishing that past segregation had effects in the present. It also said the state did not place limits on the policy to insure that only such effects were remedied.

"A broad program that sweeps in all minorities with a remedy that is in no way related to past harms cannot survive constitutional scrutiny," Judge Jerry E. Smith wrote for the panel deciding the case.

Daniel Hernandez, director of community development for the Texas A&M system, said the decision "forces institutions to rethink how to make a difference in attracting the growing population" of Latinos. Since race and ethnicity can no longer be a factor for admissions in Texas colleges and universities, school officials will have to "be creative" in making sure their campuses recruit a diverse population.

Hernandez said schools have traditionally relied heavily on high scores on standardized tests for admissions, but minority students tend not to score highly on the exams and the tests tend to pose artificial barriers for students who would otherwise be very qualified for admission.

"The greatest predictors of success are grade point average, class rank, and letters of recommendation," he said. "So why are we putting so much weight on standardized testing?"

While the appeals court's ruling applies to schools in Louisiana, Texas, and Mississippi, McDonald said that officials at colleges and universities across the country should be rethinking their admissions process.

"This case will embolden more victims of racial preferences to go into the courts and sue," McDonald said.

The opinion reversed decisions by Judge Sam Sparks of Federal District Court in Austin and sent the case back to the lower court. Judge Sparks had ruled in 1994 that the four white applicants' constitutional rights were indeed violated when they were denied admission, but he refused to stop the law school from using race as a factor in admissions. He awarded the four plaintiffs $1 apiece and the right to reapply to the law school.

The Hispanic Business College Fund

by Joyce Luhrs

The North American Free Trade Agreement (NAFTA) eliminated many of the trade restrictions between the United States, Canada, and Mexico. With this accord, doors opened up for small Hispanic-owned companies to expand their markets and sell products or provide services to customers in these countries. At the same time, NAFTA posed a challenge for Hispanic small businesses and Fortune 100 companies facing a shortage of educated Hispanic professionals needed to serve the rapidly growing Hispanic markets in these countries and the expanding market in Spain.

With a clear goal to develop a new generation of educated Hispanic business leaders in America through scholarship, several Hispanic chief executive officers mobilized and created the Hispanic Business College Fund (HBCF). Founded in 1993, this organization, based in Washington, D.C., is overseen by a board of directors of 17 Hispanic business owners. Each member on the board of directors contributes a minimum of $5,000 of their own resources annually to sustain the organization's operations, permitting the HBCF to direct all corporate and foundation grants received to college scholarships. This makes the HBCF unique as the only national non-profit organization with operations totally maintained by Hispanic-owned businesses.

The vision of this growing organization came to fruition in 1994 when the first scholarships, totaling $35,000, were awarded to 14 students majoring in business.

According to Adam Chavarria, the HBCF's national director, the fund was created to meet the demands of the Hispanic small business community for skilled, educated professionals in business management, finance, accounting, information systems, marketing, and sales. The founders discovered that the educational pipeline was not producing enough Hispanic professionals to meet the emerging labor needs in business.

"The Hispanic business owners felt that with the high drop-out rates among Hispanics in high school, there wouldn't be an available pool of college business graduates to fill the employers' needs," said Chavarria. "They attributed the pattern of decreasing college enrollments among Hispanics to their inability to pay for a postsecondary education. They see the fund as a vehicle to increase the supply of Hispanic business graduates in Hispanic-owned companies and in Fortune 1,000-size companies."

> ***"It was such an abject shame that we had a situation like that, and it almost made me cry. We were not helping our own. Nobody ever seemed to give a helping hand to Hispanic students."***
>
> **Frank Rivera,**
> **co-founder,**
> **The Hispanic Business**
> **College Fund**

The HBCF co-founder, Frank Rivera, is passionate in his explanation of why he became involved in the organization.

"I read a letter to the editor in *Hispanic Business Magazine* from a young man who said that while he saw quite a few companies prospering well on the list of the 500 most successful Hispanic-owned businesses, they didn't want to help others. He had approached two of the three companies in his state of Texas and had asked for help to fund his education for one or two years. His letters were never answered," Rivera said.

As president of Advanced Data Concepts, Inc., a Portland, Ore.-based company, Rivera was incensed by the apathy of the Hispanic business owners.

"It was such an abject shame that we had a situation like that, and it almost made me cry. We were not helping our own. Nobody ever seemed to give a helping hand to Hispanic students."

Rivera contacted Jesus Chavarria, editor and publisher of *Hispanic Business Magazine*, and together they wrote letters to other Hispanic business owners challenging them to match a contribution to set up a fund to help Hispanic students. From this letter, others jumped on the bandwagon with a group of almost 20 people becoming charter members of the Hispanic Business College Fund and some, including himself, serving on the board of directors.

When Rivera's term on the board was up, the baton was passed to his son, who now also serves as a board member.

The HBCF helps scholarship recipients develop careers by providing not only funds but also entree to important networks. For example, some of the scholarship recipients are brought each year to the *Hispanic Business Magazine* CEO Roundtable in Washington, D.C., where they meet several Hispanic business executives. The networking has paid off with several students offered internships and positions by the CEOs of these Hispanic-owned companies.

Adam Chavarria sees many opportunities opening up for Hispanics in business, especially those relating to international trade in Mexico and Latin America following the adoption of NAFTA. He contends that with the cultural affinity Hispanics share, their businesses are committed to conducting international trade and commerce in Spanish-speaking countries. Those students who study technology and communications will be well positioned and competitive in the marketplace and in the corporate world.

Robert Zemsky agrees with Chavarria's observations. As the founder and director of the Institute for Research in Higher Education and the co-director of the National Center on the Educational Quality of the Workforce at the University of Pennsylvania, Zemsky says that there will be jobs out there for Hispanic students majoring in business and that they will have the advantage with their bilingual skills. Zemsky points out that people have to communicate simply and directly and have to speak a second language.

"The jobs will be out there when they graduate. The U.S. is doing better at creating jobs than Japan or Europe," Zemsky says. "There will be strong job opportunities, and we will continue to have business cycles. I believe in this country's capacity to create employment." Zemsky adds that although job flow to the Sunbelt has slowed down somewhat with military downsizing, companies will continue to move their operations there.

Fernando Barrueta, owner of Barrueta and Associates, adds that any corporation that does mass marketing and has a significant amount of contact with the public in industries such as telecommunications, insurance, and retail will need to hire well-qualified Hispanics.

> **"While corporate America is targeting the Hispanic consumer market because of the tremendous amount of money to be made, they should also make an effort to contribute to the financing of college educations for Hispanics."**
>
> **Fernando Barrueta,**
> **owner, Barrueta and Associates**

"While corporate America is targeting the Hispanic consumer market because of the tremendous amount of money to be made, they should also make an effort to contribute to the financing of college educations for Hispanics," says Barreuta. "The jobs will be there for these students when they graduate."

Barrueta has been involved with the fund for the past three years, serving as secretary to the executive committee and as a member of the board of directors.

Barrueta explains that he got involved when a good friend from high school called and told him about the new organization that was forming to help Hispanic students and that it needed office space. He contributed the space, and three years later, he is on the board of directors.

Barrueta's own background growing up in Texas influenced his decision to remain involved with the fledgling group. Growing up in a middle-class family in El Paso, Barrueta understood what many Hispanic youngsters encounter.

"I did not speak English—not until I started school. This gives me an idea of what these kids are going through as they grow up. I was fortunate to have received a good education because my mother made the right decision at the right time and set me on the right track to education," Barrueta says.

Barrueta sees the Hispanic Business College Fund providing another career option for young Hispanics.

"The fund gives business a good name in the community because much like law and medicine, business is a strong professional option for students."

Manuel Sigala, Jr., is one success story of the HBCF. A scholarship recipient in 1994-95, he received a $2,200 scholarship that helped him through his last year in college at the University of Texas at Austin, enabling him to graduate with a degree in management information systems. Today, he works as a strategic account manager with McBride and Associates in Virginia.

Sigala's family came to the United States from Mexico in the 1970s and settled in Texas. As the first member of his family to graduate from college, he is now working with the Hispanic Business College Fund to help other students. He found out about the fund through the Hispanic Business Student Association office at his alma mater, and now he has partnered the fund with the association's regional coordinators to get the word about the scholarship program out to other Hispanic students around the country.

With the hard work of a core group, the HBCF has grown significantly in just a short time. Besides the contributions of the Hispanic CEOs, the fund has also raised money from banquets and was one of the three national scholarship programs selected to receive over

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A New Twist on Cooperative Education

by Roger Deitz

For most of this century, Northeastern University has been a world leader in the growth of cooperative education. It was 1908 when the Boston, Massachusetts, institution first sponsored co-op jobs. Since then, Northeastern has made cooperative learning an integral part of undergraduate education, creating new and relevant work-study opportunities with co-op partners so that its students might explore the "real world" that lies beyond a classroom's windows.

During the 1995-1996 academic year, participation in cooperative education at Northeastern is estimated to involve 6,000 students, 1,400 employers, 28 states, and 32 countries through various international programs. Through co-op, undergraduate students earn on average $9,348 per year. There are also co-op opportunities for graduate students in the Business Administration and Professional Accounting schools as well as a unique program to involve law students studying at Northeastern's School of Law.

Brian T. Heffron, a spokesperson for the university, suggests that an essential element of Northeastern's cooperative education program is that it gives students the opportunity to learn something about the working world, and that this work experience comes at a crucial point in the college career—while the students still have an opportunity to tailor course selection based on what they discover about themselves and about their developing interests.

> **"The Community Service Co-op program allows a student to work in the community and explore interests in agencies that would otherwise be beyond their reach."**
>
> **Helen Mann Ries,**
> **coordinator of cooperative education,**
> **Northeastern University**

Sociology Professor Will Holton shares his expertise on Boston neighborhood history on an Urban Expedition.

Heffron points out that participation in co-op education is required of all Northeastern undergraduate students except those enrolled in the College of Arts and Sciences, but that most of them opt to take advantage of cooperative education as an elective. He notes that a co-op program might take the form of paid employment, international travel, volunteer work, or taking specialized courses at another college or university.

"Northeastern bases its cooperative education philosophy on the principle that what students learn in the workplace can be a valuable complement to what they learn in the classroom," Heffron explains. "Our educators have discovered that a greater interest in a student's academic work develops when students are encouraged to see the link between the co-op experience and classroom study. With cooperative education,

CSLP student gardening project at the Haitian Community Center

students get the opportunity to re-evaluate career decisions. They gain meaningful work experience before graduation while establishing valuable professional contacts and references."

A recent development in cooperative education at Northeastern is the introduction of community-based themes under the direction of the Community Service Learning Project. This program draws upon the strengths of the large urban university while establishing a link between the college and career development in the community. Helen Mann Ries is coordinator of cooperative education. She runs the Community Service Co-op program.

"Because of this project, students are able to explore through co-op possibilities what might not have been available to them because of a lack of funding," Mann Ries asserts. "Oftentimes we say that co-op is a career exploration. The problem is, some students cannot explore certain career opportunities because of the way our society chooses to distribute its resources.

"The Community Service Co-op program allows students to work in the community and to explore interests in agencies and settings that otherwise would be beyond their reach. This is especially true of our students at Northeastern—very few of whom can afford to volunteer."

At the moment, co-op positions are available in such settings as an after-school program in Roxbury, a shelter for homeless women called Rosie's Place, and the Fenway Community Health Center.

"Our typical student," observes Mann Ries, "is a young person who has, as a primary value, a desire to make a contribution to the community. They come from all different majors. Since the point of the project is not only service but learning, we are seeking all the time to broaden the opportunities for students in all the various academic disciplines. We want students to acquire skills in their field of study. For example, perhaps an environmental job can be located in the community. If so, a student in the biology discipline might learn science while working in a community-based project."

Luis Hernandez is representative of the students who choose a community service co-op project. He is a sophomore sociology major working at La Alianza Hispana, a not-for-profit Hispanic group serving the Roxbury-Dorchester community. La Alianza Hispana provides the Latino community with linguistically appropriate, culturally competent, social, educational, vocational, and health-related services.

Hernandez is working with the Acceso program, which makes

Students serve lunch at Rosie's Place — a shelter for homeless women.

> ***"Having gone through the co-op experience, I realized that my earlier career choices were not what I wanted.... At Northeastern, I get to see before I graduate exactly what my field is like and where my studies apply."***
>
> **Luis Hernandez,**
> **co-op student**

computers and software in the form of job training and basic computer literacy accessible to people in the community. Without La Alianza Hispana, residents could not afford such training, and because of the language barrier, they could not function in English-only computer training classes. Hernandez also teaches resume workshops and helps La Alianza Hispana locate hardware donors from among corporate givers.

"Having gone through the co-op experience, I realized that my earlier career choices were not what I wanted," Hernandez reflects. "You get to try out a whole bunch of things. This way you really find out what you want to do. It's a plus. Students who go to traditional four-year colleges—they just take their courses without questioning if that's what they really want to do. At Northeastern, I get to see before I graduate exactly what my field is like and where my studies apply."

Hernandez says that the community co-op students meet once a week to discuss their jobs. They are called upon to give detailed seminars. In this way, each student gives and receives input for the wide range of projects and learning programs. Hernandez reports that often the discussion group topics center on the needs of the community, such issues as stereotyping and public perception, and on problems students are having. Then he laughs and stresses, "The money helps too. It is expensive to go to college, and co-op is a plus in making school more affordable." He adds that there is one more plus for the community service learning project.

"Another thing about the community service project that is really great is that it prepares a student to be a leader. Most of us want to continue when we are out of school in some form of human services effort. It helps us become aware of the issues facing community group efforts. This program is excellent—there is so much to it. The skills I've acquired, I will be able to use all my life."

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EOE

continued from page 6

$300,000 of the proceeds from the sale of the 1994 World Cup Commemorative Coins. Several corporations have aligned themselves with the HBCF, including MCI. When business customers sign on to the HBCF/MCI Affinity Member Program plan, MCI automatically directs part of what a business spends each month on long distance calls to a scholarship for Hispanic students. Other corporate giants currently contributing are Dean Witter Reynolds, AFLAC, and First Consumers National Bank of Delaware.

For future growth, the HBCF's goal is to form an alumni association with the help of former scholarship recipients like Manuel Sigala. As the organization moves into its third funding cycle, the goal is to award 50 scholarships, bringing to 100 the number of students who have received assistance from this non-profit.

The organization plans to expedite the application process by establishing a web site on the Internet, allowing students on college campuses to access the HBCF and submit their applications directly. To qualify for a scholarship, a student must be accepted or enrolled full time in a college with a business major, have a 3.0 grade point average or better, provide evidence of financial need, and be a U.S. citizen of Hispanic origin. In addition, students must demonstrate leadership qualities as shown by participation in extracurricular activities in their communities and write an essay on what Hispanic business leadership means to them.

The Hispanic Business College Fund
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RESEARCH

Limited Access to the Information Superhighway

by Elena Chabolla

Latinos appear to be missing out on the biggest, most dynamic communications advances since the telephone—computer technology. It's no secret that computer technology, developed into systems such as the Internet, databases, software, and other tools, is fast becoming the most efficient way to access and process information.

Need statistics for a business project? Get on the Net. Looking to research a government policy? You'll likely find it on the Internet. Need some ideas to expand your business? Log on and see what the competition is doing, or add some new capabilities via applications software.

Have some legal questions? Medical questions? You can begin a search or, quite simply, pose the questions on an electronic bulletin board and be surprised at the quick and varied responses from people near and far.

The resources are endless. The growth and changes are seen daily.

And while millions of people are learning to use this powerful and beneficial system, it appears that Latinos in the United States are falling behind.

A team at the Tomas Rivera Center in Claremont, Calif., explored the issue, which is of great consequence to Latinos specifically but also to the population as a whole. But to understand how far-reaching this tool truly is, it's important to know that in 1994, some 30 million Internet subscribers enjoyed the benefits of a network that experts estimate will grow to 90 million by the year 2000.

And because the system undergoes technical advances and changes almost daily, the advantages such accessibility brings to the user are time-saving and cost-effective. What might have taken several trips to the library can now be accomplished within minutes and without leaving the home or office.

Never mind the fact that subscribers worldwide can exchange ideas and engage in dialogue, the network contains information on practically any topic imaginable, be it via a World Wide Web site or the countless categories users can access within the system. And the databases and software programs become a treasure when users are able to apply the contents to make their business or their home run more smoothly.

Services such as the Internet become libraries to research science and nature, the heavens and the earth, the oceans, human behavior, entertainment, goods and services, government and politics, business, education, banking and finance, medical data, and much, much more. The possibilities are truly without limits.

This powerful tool has reached a place in our world that makes it necessary for us to understand it and to be able to use it. And in order to do that, training and accessibility are crucial. Much of the information used in this article is based on the Tomas Rivera Center's report, *Latinos and Information Technology: Perspectives for the 21st Century*.

> **"To adapt to the changes brought on by the communications revolution, Latinos will need public and private initiatives to support their interests."**
>
> **The Tomas Rivera Center**

The TRC report, written by Tony Wilhelm, is a comprehensive document that analyzes the whys and the consequences of the disproportionate use of computer technology by the Latino population within the United State. It also offers suggestions on how to move this important segment of the country toward technological advances and the computer age.

Drs. Harry P. Pachon and Rodolfo de la Garza, the center's president and vice president, respectively, note in the foreword that "The analysis of computer access reveals that Latinos lag behind society as a whole in the use of computers on the job, at school and in the home." The two stress their concern about preparing Latinos to participate in and reap the rewards of this valuable information.

The most surprising statistic in the center's report concerns the use of home computers. The 1993 figures show that one Latino household in eight had access to a home computer, one-half the figure for non-Hispanic whites. The analysis reveals that less education, higher poverty rates, and lower skill/occupational status contribute to the whys of this reality.

Another reality is that by the year 2000, the great majority of federal and state services will be processed electronically—benefits such as job training, grants, and contracts. This means that private and public points of access must be established so that Latinos are not further marginalized from public life.

Enter Dan Roman of the Centers for Computing and Technology at the University of Arizona in Tucson.

For the past couple of years, Roman has worked in the southern part of the state making sure that access is available to rural and other areas in need. He is part of a team that covers the entire state of Arizona, setting up access points and educating the system's new users.

"Our world is changing and our access to information is changing," Roman said, noting that traditional facilities such as libraries and schools are being replaced "by this thing called the Internet."

It's all of that and more. "A person can go to Paris and view paintings that are hanging on the walls of one of the world's famous museums and never leave their locale," he said with awe. "Where that takes us is to an archaeological dig where if one presses certain keys, dust gets blown away, right from a desktop."

But the fact remains that there must first be Internet connectivity.

The National Information Infrastructure (NII) was created to "enable all Americans to access information and communicate with each other easily, reliably, securely, and cost-effectively in any medium—voice, data, image, or video—anytime, anywhere. This capability will enhance the productivity of work and lead to dramatic improvements in social services, education, and entertainment."

It is clear that, as the TRC report states, the NII will undoubtedly be multimedia, permitting not only voice transmission but also full-motion video, data, and image transmission. The telecommunications industry has been instrumental in shaping the NII, primarily because of services such as local exchange carriers, long-distance companies, cable companies, equipment manufacturers, computer hardware and software providers, and maverick wireless, satellite, and cellular consortia.

A recent report by the National Telecommunications and Information Administration (NTIA), using Internet access as a barometer of progress, reveals that 35 percent of K-12 public schools, 22 percent of hospitals, and 21 percent of public libraries currently have Internet access. This report suggests that the information superhighway has yet to reach most public institutions.

> ***"The lack of inclusion at the managerial level might account in part for the slow increase in computer use on the job for Latinos relative to the employed population as a whole."***
>
> **The Tomas Rivera Center**

To adapt to changes brought on by the communications revolution, Latinos will need public and private initiatives to support their interests, the TRC report says. Effective community-, state-, and federal-level telecommunications policies are required to ensure that all persons can take advantage of the opportunities.

The state, Roman says, needs to be proactive in providing access for folks who don't have it, be it through schools, libraries, or other facilities. "We must augment access to the people who can't afford it."

Up until 1993, Latinos were found to be lagging about seven years behind the population as a whole in using computers on the job: 29.3 percent of employed Latinos used a PC, about the same figure for the population as a whole seven years earlier.

Research shows that one's occupation, education, and income were the three most significant variables in predicting Latino computer use at work. Between 1983-93, the percentage of Latino males employed in managerial and professional specialty occupations where computers are a part of the job remained constant at 11.6 percent. By contrast, for non-Latino males, there was an increase over the same period from 26.3 percent to 27.9 percent.

The lack of inclusion at the managerial level might account in part for the slow increase in computer use on the job for Latinos relative to the employed population as a whole, the report states. However, educational attainment and occupational status are highly correlated. And according to the U.S. Department of Education, the 1992 national drop-out rate among Latino 16- to 24-year-olds was 29.4 percent, a figure about four times higher than that for non-Latino whites (7.7 percent).

The downward spiral begins with low educational/vocational attainment, followed by semiskilled occupational status, low rate of re-learning/re-training, potential technological obsolescence, and lower-status employment or unemployment. This scenario can be reversed if employers, schools, families, government, and other institutions take care to provide persons with the necessary resources and skills to succeed in the labor market.

Evidence of this cooperation can be found in the Goals 2000: Educate America Act, signed into law in 1994. A priority of the legislation is to ensure ease of access to emerging technologies, but another reality, noted by the U.S. Office of Technology Assessment, points out that Latino students attend schools with fewer than average computers per capita than do their Anglo counterparts.

The current policy debate focuses on developing public access points at schools, community centers, libraries, hospitals, and city halls. Given that low-income and minority communities will not have computers of their own in sufficient numbers in the near term, they will need such access points to make transactions.

The report also notes that income isn't always a factor in computer ownership. Latinos are still way behind their non-Latino white counterparts despite comparable income and level of education. This trend suggests that computer manufacturers might be missing the mark on advertising to this large population. It's unclear, however, why the numbers in this area are so vastly different.

Roman notes that as computer prices drop, they will become more accessible to more people.

"We build cohesiveness by people having equal opportunities."

Finding a Way in the Career World

by Jennifer Kossak

If the decisions surrounding a college education are somewhat confusing, the boundless possibilities of the career world might sometimes seem overwhelming. Stepping out into the "real" world after college graduation need not be a stressful transition, though. Several organizations designed to foster the development of professionals, and Hispanics in particular, are ready to lend a hand.

Noting that every academic discipline has its own professional organization, Hector Garza, director of the American Council on Education's Office of Minorities in Higher Education, stressed the value of these groups.

"There are no specific initiatives designed to mentor students right out of college," Garza commented. "My take on this is that there aren't any established programs, but there is a world of professional organizations that take on that role."

Garza added that, in general, the system does a poor job of encouraging students to quickly join an appropriate professional organization. He explained that this type of encouragement should rightfully begin at the college level. According to Garza, faculty members should be approached and advised to convince students to sign up. Likewise, students should be counseled to seek membership.

"Through the mentoring process, faculty members should start including students in programs (sponsored by professional organizations) early on. Bring them to functions, have a student be a panel member, have a student engage in research, encourage a student to be an intern in national offices, and get them involved with other [organization] members. I always suggest to faculty to do this," the director emphasized.

Garza pointed to the support these groups can offer.

"Some of the long-standing, well-established professional organizations represent their members legislatively; provide technical assistance and research, publications, and networking through national conferences; and focus on keeping their members on the cutting edge."

Do members of these associations go further in their careers?

"Without a doubt," says Garza. "Students in university activities have better networks and are in a better position [than those not involved]. It's the same with the professional track. They're just better connected."

While Garza noted the existence of professional organizations specifically designed to foster the growth of Hispanics, he doesn't believe enough is being done. He believes that there should be more in terms of mentoring and helping students develop in career positions.

Students who are seeking an appropriate professional organization to join have literally thousands to consider. There are groups for those in every profession, from the arts to zoology, and some focus on the promotion of Hispanic professionals in particular.

The Society of Hispanic Professional Engineers (SHPE)

Based in Los Angeles, Calif., the Society of Hispanic Professional Engineers was founded in 1974 and totals some 6,000 engineers, student engineers, and scientists among its members. SHPE aims to increase the number of Hispanic engineers by supporting students. The organization sponsors competitions and educational programs, bestows awards, and holds an annual career conference. SHPE also maintains a placement service.

The American Association of Hispanic CPAs (AAHCPA)

This Bronx-based association includes members from the public and private sectors, accounting firms, universities, and banking institutions. AAHCPA's goal is to maintain and promote the professional standards of Hispanics in the accounting field. The organization aids members in developing their practices and in securing government contracts. AAHCPA provides employment services, awards scholarships, and sponsors continuing professional education seminars. *La Cuenta*, one of the group's publications, is produced quarterly. A membership listing is also published annually.

The American Association of Teachers of Spanish and Portuguese (AATSP)

Founded in 1917, this Greely, Colo., organization includes a membership of 13,000 teachers of the Spanish and Portuguese languages and literature, and others interested in Hispanic culture. Although many organizations begin promoting their cause at the college level, the AATSP reaches the secondary school level as the sponsor of the Sociedad Honoraria Hispanica and the National Spanish Examinations. The group also operates a placement bureau and a pen pal registry. A directory, newsletter, and journal are also published by AATSP.

The Hispanic Organization of Latin Actors (HOLA)

New York City is the home base for HOLA. This group, established 21 years ago, has a membership of 380. HOLA includes individuals and organizations involved in theater, film, TV, radio, dance, video, and music. The group's mission is to foster an image of Hispanic cultural diversity through the promotion of Hispanic actors' work. HOLA has a career development center, holds adult theater training and orientation seminars, and provides a referral service to casting agents. HOLA also produces a newsletter and directory.

The Association of Hispanic Arts (AHA)

Also located in New York City, the Association of Hispanic Arts promotes Hispanic arts as an integral part of the nation's arts community. Individual artists and non-profit Hispanic arts organizations are permitted access to the group's services. These service offerings include referrals for administrative, financial, and fund-raising issues. The group also assists with art exhibits and performing arts presentations that concern Hispanic culture, history, beliefs, and attitudes. AHA maintains a central office, produces a mailing list, and publishes *AHA! Hispanic Arts News*.

Hispanic National Bar Association of Chicago (HNBA)

Established in 1972, the Chicago-based HNBA counts among its goals fostering jurisprudence and promoting reform in the law. HNBA is actively involved in counseling Hispanics interested in the legal profession. The association, comprised of 3,800 members, offers a placement service, awards and financial assistance, and professional training seminars. The group also provides referrals for legal cases that involve issues in Hispanic communities.

The Hispanic Bar Association of Washington, D.C. (HBA)

This association also promotes Hispanic attorneys and law students. Founded in 1974, the HBA's 200 members are concerned with encouraging public service to the Latino community. The organization has established the Hugh Johnson Memorial Award, which is presented to a person who serves the Washington, D.C.-area Latino community via the legal profession. A similar award is given to a law firm, association, or institution that provides legal services to Latinos in and around Washington, D.C.

The National Association of Hispanic Nurses (NAHA)

Now in its twentieth year, the National Association of Hispanic Nurses is still promoting the interests of nurses and nursing students who are involved with the health-care needs of the Hispanic community. The organization is comprised of members with various ethnic backgrounds, both Hispanic and non-Hispanic.

Based in Washington, D.C., the NAHA conducts research on Hispanics' health-care needs and distributes its findings to various agencies at the local, state, and federal levels, with the goal of influencing policy decisions and resource allocation. The organization also seeks to ensure that Hispanic nurses have equal opportunities in educational, professional, and economic terms. This group bestows the Henrietta Villaescusa Award and the Ildaura Murillo-Rhode Award.

The Hispanic Organization of Professionals and Executives (HOPE)

While most organizations are geared toward specific professions, more broad-based groups also exist. The Hispanic Organization of Professionals and Executives is one example. Formed in 1973, HOPE promotes Hispanics' participation in free enterprise and political systems. The group aims to increase the number of Hispanic professionals and executives, and aids in career development. HOPE also works to link professional and executive sectors on the national and international levels. This organization sponsors the Hispanic First Federal Credit Union, the Hispanic Heritage Foundation, and HopeAmerica Investment Clubs.

This sampling of the thousands of national professional organizations underscores the value of being well connected. Support from a fellow organization member with similar experiences or a helpful idea in an association's newsletter just might pave the way for success.

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NASA Helps Students Launch Their Careers

Three students from LaGuardia Community College and two former LaGuardia and now City College of New York students have become part of a select group in the U.S. scientific community because of their involvement in a scientific research program at the National Aeronautics and Space Administration. Participating in NASA's Goddard Institute for Space Studies in New York City, Patrick Michel, Julia Gomez, Maricela Reyes, Ely Duenas, and Nancy Severino are having the opportunity to conduct important scientific research while they complete their academic programs.

For the past two years, the students have worked on front-line scientific research analyzing Jupiter's atmosphere as part of a current NASA science investigation at the Goddard Institute. This summer, upon the completion of their research, they will be preparing their findings.

As the findings are formalized, the students will not only have explored whole new career possibilities in the scientific community for themselves, but they will have helped NASA and CUNY learn how to involve students and faculty in current scientific research and how to move that research onto some of CUNY's campuses.

The specific project on which the students are working is an education and scientific research program administered by CUNY's Alliance for Minority Participation in Science, Engineering and Mathematics and the Goddard Institute for Space Studies, called the GISS Institute on Climate and Planets.

"Most of our students are from the inner city, and, in the world of science itself, there are very few minority participants," says LaGuardia Community College professor Jim Frost. "Because students don't often receive a sound grounding in physics, chemistry, and calculus in high school, they are limited in what they can do by the time they reach college. I believe I am exposing them to a new world that will give them more options in the future."

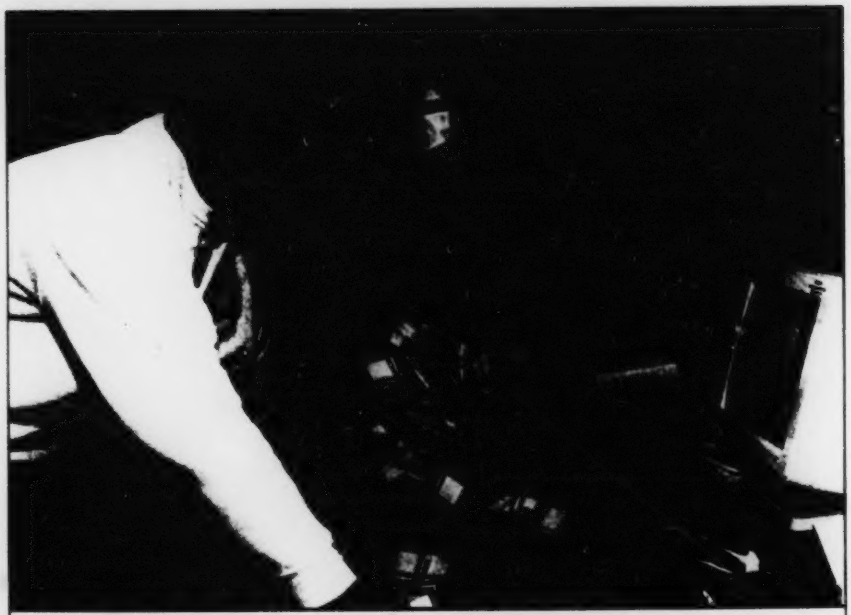
The LaGuardia students in the Institute on Climate and Planets (ICP) are investigating the chemical composition and spatial distributions of Jupiter's stratospheric aerosols, minute particles that are suspended in the upper regions of the atmosphere. Learning about those aerosols might help scientists learn more about the origin of Jupiter and other planets in the solar system. Their research, performed in conjunction with Goddard scientists, provides opportunities for these minority students to network in the scientific community.

"We are very grateful for such a program for minority students," says Ely Duenas, a second-year LaGuardia student from Peru, who acknowledges the help of GISS mentors and scientists Dr. Barbara Carlson and Dr. Andy Lacis. "When I first came to this country, I never thought that I would have the opportunity to work with such scientists."

Back home, Duenas and her father used to discuss Einstein's Theory of Relativity or the concept of black holes in space. The opportunity to enter a laboratory and engage in research with real scientists seemed so remote. Now that she's at LaGuardia Community College, it's a reality. Because of the NASA program, she might one day study black holes as a professional scientist.

"We believe that the Institute on Climate and Planets' grassroots and problem-solving approach is what's needed to make a real contribution to the quality of the science education that our young people receive...."

Jim Hansen,
Goddard Institute
for Space Studies



Dr. Jim Frost, professor in the Computer Information Systems Department at LaGuardia Community College, Long Island City, New York, confers with LaGuardia student Nancy Severino.

At LaGuardia, student involvement in front-line research projects is considered to be an important catalyst to engage them in the processes of scientific discovery. Such experiences can lead to retaining minority students in the sciences and, possibly, can encourage their pursuit of professional opportunities in this field. The belief is that partnership on current scientific research problems offers the potential for both valuable educational experiences and significant contributions in fundamental research problems.

"We believe that the Institute on Climate and Planets' grassroots and problem-solving approach is what's needed to make a real contribution to the quality of the science education that our young people receive and to motivate and prepare talented youth to pursue careers in science," says Jim Hansen, head of the Goddard Institute for Space Studies.

The research is funded jointly by the Equal Opportunity Office and the Education Division of NASA. The project is also supported through a grant from the National Science Foundation.

> ***"When I first came to this country, I never thought I would have the opportunity to work with such scientists."***
>
> **Ely Duenas,**
> **student,**
> **LaGuardia Community College**

Washtenaw Community College

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A comprehensive two-year college dedicated to student, community and staff success is presently seeking two individuals for the positions listed below. The College is located in the city of Ann Arbor, MI, a community of over 100,000 whose growth and vitality is supported through a cultural enrichment of the arts, entertainment, Big Ten Sports, and the surrounding metropolitan area.

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Deadline for receipt of Official WCC application forms (for both positions) in the Office of Human Resource Management is 5:00 p.m. **June 28, 1996.**

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Interested persons should send completed application forms with credentials (transcripts) to:

Washtenaw Community College
Office of Human Resource Management
4800 E. Huron River Drive
Ann Arbor, MI 48106
(313) 973-3497
Job Hotline (313) 973-3510

NOTE: All credentials reflecting stated minimum qualifications must accompany the application in order for candidacy to be considered further; specifically, transcript (student copy acceptable) copy license, candidates statement of the number of clock hours taught in front of students for current and/or past teaching appointments; once 900 clock hours have been declared that will suffice for preliminary candidacy. All credentials must be received by the deadline date indicated hereon.

Washtenaw Community College is an AA/EEO/ADA employer.

Gallaudet University Multimedia Latino Arts Dr Alberto Canas Videoconference

JUNE 7, 1996

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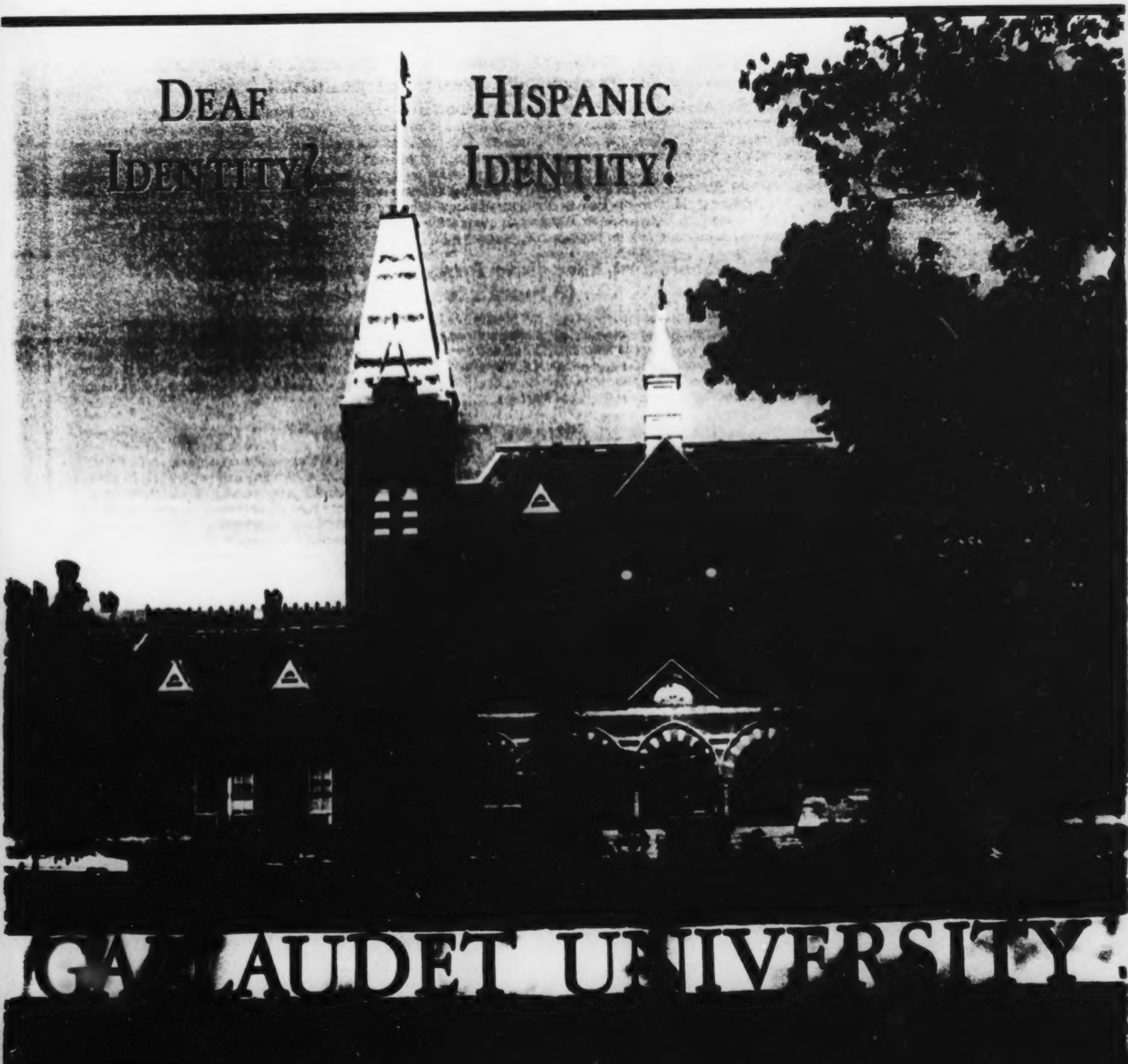
THE HISPANIC Outlook IN HIGHER EDUCATION

DEAF IDENTITY? HISPANIC IDENTITY?



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Chilly Climate Persists for Women in the Classroom

by Ines Pinto Alicea

Female students, particularly minorities, face an unwelcoming environment in college classrooms that hinders their education, according to a recently released report by the Washington-based National Association for Women in Education.

"Male and female students, sitting side by side in the classroom, often have very different experiences because the faculty unwittingly treat them differently," said Bernice Resnick Sandler, one of the authors of the report, which was a follow-up to a 1982 report that said certain teaching styles discriminated against female students and focused on overt actions, such as calling a student "honey."

The report, *The Chilly Classroom Climate: A Guide to Improve the Education of Women*, examined dozens of studies that analyzed gender in the classroom setting and highlighted 50 overt and subtle behaviors that reflect ways in which female students and faculty members are treated differently than male students and faculty members.

"Many of these are small behaviors," Sandler said. "These behaviors don't happen all of the time, and they don't happen in every classroom. But if you put them together, they add up to a serious problem."

Women face a number of inequities in the classroom, including getting less attention, feedback, and praise from professors than do men, being interrupted more often than men, being asked easier questions than men, receiving fewer detailed instructions for a task, and having their achievements attributed to affirmative action or luck while men's achievements are attributed to talent or ability, the report said.

"Most of the research that has been done has been on white women of college age," Sandler said. "Women of color receive the same treatment as white women, but they get more of it."

Minority female students reported that they are afraid to ask for help for fear that doing so might confirm a stereotype that they are less able or ill prepared. Also, several studies showed that minority females had the least interaction with professors of all students, Sandler said. She cited several reasons for the limited interaction. Hispanic females are viewed as more sexual than women of other races, and their friendly behavior toward a faculty member was more likely to be misinterpreted as a sexual overture, she said. Sandler also said that cultural differences might limit interaction.

"For some groups, like Latina students, there might be some cultural prescriptions against speaking up in the classroom."

But Daphne Patai, a professor of Spanish and Portuguese at the University of Massachusetts at Amherst and co-author of the book, *Professing Feminism: Cautionary Tales from the Strange World of Women's Studies*, said she disagrees with many of the findings of the report.

"I haven't seen any chilly climate. I am skeptical of the claims of the suffering women at the university level. I am not sympathetic to the endless searching for ways to show the sorry lot in life that women are getting."

Patai, who taught women's studies for a decade but said she stopped teaching such programs because they shut men out, said some feminist writers in academia exaggerate the situation of women in colleges.

"It is a desire to make the situation as bad as possible," said Patai, countering that if women were having such a difficult time, then they wouldn't have higher high school graduation rates than men do, and they wouldn't represent 55 percent of all students enrolled in U.S. colleges.

Patai, who was an undergraduate student in the 1960s and has taught in colleges for more than 20 years, said she never was "discriminated against or shut out."

"Things have improved so much in this country," Patai said.

Janice Petrovich, program officer for education and culture at the Ford Foundation in New York, disagreed with Patai, saying that while there have been improvements for women at universities, the low numbers of women graduating from engineering programs and law schools could indicate that the climate is not as welcoming for women.

"As long as statistics show a gap, you can't say it's bull," said Petrovich.

Sandler said that while the situation has improved since her 1982 report, colleges and universities still have to make a number of changes to erase all of the inequities women face in the campus environment. Even she recently caught herself treating women differently at seminars she offers on gender in the classroom. Sandler said that in her effort to keep track of the length of her seminar, she discovered that she would look at her watch only when women spoke. Once she realized her "subtle behavior," she taught herself to look at her watch only when she was speaking.

The report offers professors, administrators, and students 270 suggestions to ensure that women are treated equitably in class. Among the report's recommendations for improving the environment for female students, including minorities:

Since male students tend to blurt out answers to questions while women think through the answer and then raise their hands, professors should wait a few seconds before seeking an answer or should direct the question to women.

Colleges should track attrition rates by major and conduct exit interviews when women drop out at higher rates than do men.

Colleges should include prohibition of computer harassment in the school's sexual harassment policy and/or rules for computer usage.

In student evaluations, ask, "Has this faculty member made you uncomfortable because of your gender, race, or ethnic background?"

Faculty members should not assume that all minorities are disadvantaged.

Faculty members should not call on women, including minority female students, to get the "women's point of view" or for the "Hispanic woman's point of view" as if women had no individual points of view.

Students should be addressed consistently, either by calling all of them by their first names or last names.

Colleges should consider requiring women's studies courses for all students.

The report follows a recent American Bar Association study finding that women at law schools were often treated with hostility or condescension. The report said that both subtle and overt bias against women continues to be a problem in American law schools, inhibiting the education of female students and the careers of female faculty.

Identity Crisis: Hispanic or Deaf?

by *Joyce Luhrs*

The issues that the Hispanic deaf student confronts are complex. To meet the needs of students of color, the Multicultural Student Programs Office at Gallaudet University was created in December of 1993. With a goal of providing advocacy, support, and programming for students of color and international students, the program offers educational opportunities to support and educate students about the cultural heritage of diverse ethnic groups. In conjunction with the Hispanic Student Deaf Organization, activities like the first Hispanic Deaf Student Conference have been developed.

The Hispanic Deaf Student Conference was the first of its kind initiated by Gallaudet University during Hispanic Heritage Month. The purpose of the conference was to bring together deaf and hearing Hispanic students from Gallaudet University and from the Consortium schools in Washington, D.C., to talk about issues, to identify ways of improving services and resources on campuses, and to network for future projects that would strengthen ties between their communities.

According to K.P. Perkins, director of the Multicultural Student Programs Office at Gallaudet University, several students expressed some negative views about being a Hispanic on a predominantly white campus.

"For deaf students this is even more complex due to their entrance into deaf culture. Some had been mainstreamed and grew up in hearing/oral environments. Others felt that the social environment is very segregated with each group sticking with its own."

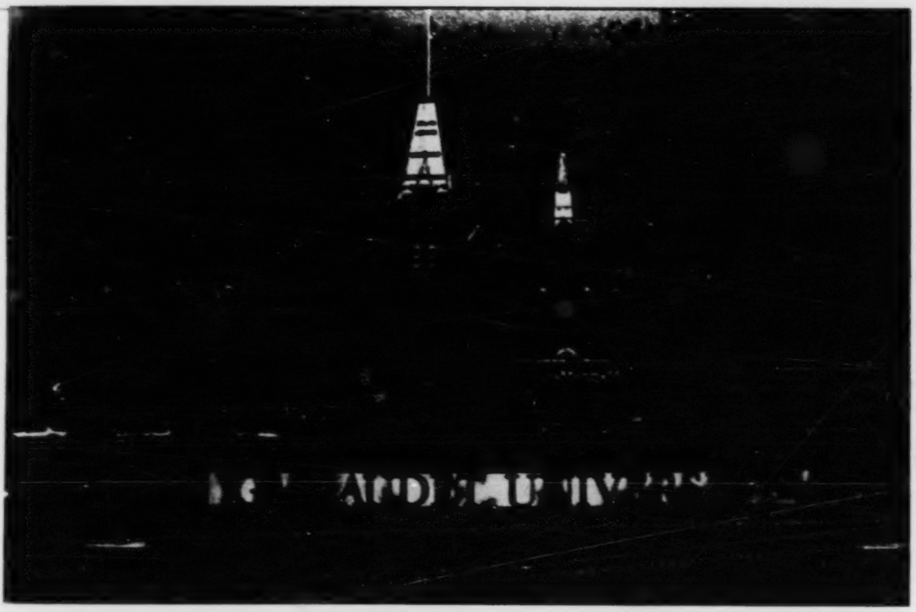
Students also identified the lack of Hispanic professionals at the campus as a problem.

"They felt the campus lacks role models. They noted that most Hispanics on campus work in blue-collar jobs and not in management or professorial areas," said Perkins.

Students felt that deaf people should be exposed to role models early on. According to Perkins, "While there are very few faculty who are Hispanic and even fewer courses that reflect the history and culture of Hispanic peoples, students recognized that they have the responsibility to serve as role models to the younger generation. They expressed a desire to 'give back' and work in the local (hearing) Hispanic community as well as with deaf Hispanics."

Among the areas that students identified that could be improved were the development of recruitment efforts to bring in more Hispanics, creating a Hispanic student retreat and welcome weekend before the start of the school

> ***"I try to instill in them a sense of pride about who they are and to teach them about the issues of the Hispanic and the deaf person."***
>
> **Cecilia Atchison, coordinator of student activities, Gallaudet University**



year, hiring a Hispanic counselor as a resource person for Hispanic students, providing classes that reflect and teach the experience of Hispanics, and developing a larger, annual Hispanic student conference.

Most of the Hispanic students attending Gallaudet come from New York, Texas, and California, and all make up only five percent of the total enrollment at the graduate and undergraduate levels. Out of 1,298 students enrolled at Gallaudet in the 1995-96 school year, only a little over seventy students are Hispanic.

According to Cecilia Atchison, coordinator of student activities and an alumna of Gallaudet, Hispanic deaf students confront several issues. Very few role models exist for them on the campus with only 6 Hispanic deaf professionals on campus and no Hispanic deaf professors.

When a mentoring program was established for students, Atchison made it known that she would mentor only Hispanic students because they needed role models. She believes that she has been very successful in her mentoring efforts and cites the decrease in the drop-out rate among the Hispanic students. However, she warns that this decline might not continue. Atchison maintains that with the elimination of the prep program, which prepares students to enter college the following year, she is seeing the drop-out rate among Hispanic students increase again.

Student Angela Laguardia agrees that the numbers of Hispanic professors and administrators are too few on the campus, but she believes the first step is to get the Hispanic students together.

"We're being realistic. For example, before our current president, I. King Jordan, all our presidents were hearing, and we concentrated on having a deaf president so we could relate more with the administration of Gallaudet," says Laguardia.

Laguardia, who is hard of hearing, believes that the students achieved a great level of recognition when Jordan became the university's first deaf president.

"He's our role model too. If you are determined enough and are in it for the long run, you're going to get what you want. Eventually we will begin requesting more Hispanic professionals," she says.

Atchison believes that students need to be sensitive to Hispanics by understanding that differences exist among this ethnic group. As an example, she points out that she has blonde hair and blue eyes, which does not fit the stereotype of what people believe Hispanics look like.

But Hispanic deaf students also deal with issues of identity. Atchison says that most often the students consider themselves deaf first and Hispanic second.

"Ethnic pride and identify are very low. Deaf culture overrides that. Often when they go to residential schools, their primary language becomes Sign, and anything related to their Hispanic background is brushed aside," she says.

This situation is further complicated because while the students' parents might speak Spanish at home, they often don't know Sign language, and they can't communicate with their children. As a result, the children lose their ethnic identity. Atchison sees a pattern between those children who went to residential deaf schools and those who attended hearing schools because the latter seek to maintain their Hispanic deaf identity. She believes those who went to residential schools lose their Hispanic identity. But, Atchison adds, there are exceptions.

"There are a few exceptions to the rule—like me. I never lost my Hispanic identity because I didn't go to residential schools. I attended regular hearing schools," she says.

For Atchison, the battle is to teach the Hispanic deaf students about their roots and what it means to be Hispanic and deaf.

"I try to instill in them pride about who they are and to teach them about the issues of the Hispanic and deaf person."

Laguardia is one student who has come to terms with her dual identity. When she went to college, she learned more about her Hispanic background. She says that before, she always took it for granted because her family was always there.

"Most of us grew up with the emphasis on the English language and American Sign language. I learned Spanish and English, mixed at first. I went to nursery school where they spoke English, and at home, my parents spoke Spanish. I learned both languages, and on top of that, I learned Sign language."

As the recording secretary for the Gallaudet Hispanic Black Organization, Laguardia comments that not enough students participate in the different cultural events on the campus.

"Many students know their background and heritage, but they feel more comfortable with their deaf heritage," she says. "I believe there can be a balance between being identified with the deaf and Hispanic cultures. There is an increasing interest among students on the campus to learn more about Hispanic culture."

Hailing from Texas, Laguardia is the first generation in her family to be born in the United States. With her parents originally from Cuba, she has learned to expect communications problems.

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"I believe there can be a balance between being identified with the deaf and Hispanic cultures."

Angela Laguardia, recording secretary,
Gallaudet Hispanic Black Organization

Multimedia in the Teaching of Spanish

by Ines Pinto Alicea

A professor who teaches beginning Spanish at George Mason University has created a unique multimedia course to help college students not only learn a language more effectively but also meet the increasing demands on their time.

The course, known as Exito, uses multimedia technology to integrate sound, video, graphics, and text and immerses students in Spanish, virtually at their leisure.

"Multimedia provides a more effective way for students to learn because they get immediate feedback; they don't have to wait for a teacher to tell them 'you did this right or you did this wrong,'" said Kelly Ann Nieves, an assistant professor in the department of foreign languages and literature at the Fairfax, Va., campus who became the first college professor to teach Exito to Spanish I students.

Students meet with Nieves only once per week. Students also must spend about five hours weekly in the multimedia lab, at their convenience, completing interactive exercises and assignments that allow them to hear native speakers, role play in video skits so they can hear their own pronunciation, manipulate graphics to participate in activities that show their understanding, and practice writing skills by typing responses to questions. They also have three hours of weekly homework, a midterm, and a final exam.

"The course allows for a lot more input into the language than simply looking at the textbook," Nieves said. "One of the problems adults have when they are learning a language is learning the pronunciation. They need pronunciation practice from the start. The kind of practice provided by this course is extremely helpful to their speaking skills."

"Multimedia provides a more effective way for students to learn because they get immediate feedback."

Kelly Ann Nieves, assistant professor, George Mason University

The Central Intelligence Agency (CIA) developed Exito, an intensive multimedia Spanish course, in 1987 to provide language training for agents and military personnel with no previous knowledge of Spanish. The CIA wanted to see the program used in other educational settings and turned to Analysas, a Springfield, Va., company to help market Exito, which is also available in French and Russian versions.

As part of her doctoral dissertation, Nieves adapted the course for use in a one-semester college course and began teaching it two years ago at George Mason University. She developed a manual of activities for teachers to reinforce the coursework and is working on a textbook that will better guide college students through the software and exercises.

"The reaction to the class has been pretty positive. Students have told me that it prepared them better for listening and speaking and for their subsequent Spanish courses."

The course and lab scheduling take into account the many family and work commitments of today's college students, particularly older ones, whose ranks are growing across the country. According to the U.S. Census, one-third of American colleges students in 1993 were between the ages of 25 and 44. At George Mason University, 29 percent of students study part time, according the institution's office of planning and research. About 41 percent of the students who took Nieves' course the first time it was offered were over 22, and 84 percent of the class held either a full- or part-time job.

"Since students using Exito attend a formal class session only once a week, they have the time that they need to work individually with the computer activities," Nieves said. "This integration of the technology is not overly burdensome on the students' time and helps them balance their school, work, and family obligations."

The main emphasis of the program is on communications skills, and when students meet with Nieves, the in-class activities focus on dialogue development.

"It puts pictures in your head that help you remember more of what you learned. It really gets your mind working."

Chris Kaliveas, student

To add more flexibility to the course, Nieves also allows students to choose one of three sessions per week to meet with her.

Amery Pore, a junior majoring in economics at the university, took Nieves' class and said that he enjoyed the experience.

"It's easier to sit in a lab for 3 hours than sit in a class," Pore said. "You can take a break whenever you want. You can go at your own pace. The computer would correct me and would make me answer the question again. Sometimes, in the classroom, you just get corrected."

Pore said he also appreciated having the opportunity to speak more frequently by using the multimedia program.

"A lot of time I knew the answers, but if I had been in the classroom, I would have felt like I was hogging up all the time and everybody else's chance to learn."

Chris Kaliveas, a senior majoring in finance, said he too enjoyed the class and believed it improved his ability to learn the language.

"It puts pictures in your head that help you remember more of what you learned. It really gets your mind working."

But Kaliveas said one of the glitches with Exito was that it often raised more questions for him than it answered. For example, Kaliveas said he would have liked an explanation of why it would have been better to use "tu" or "usted" in a certain scenario. Kaliveas said Exito's software could be fine-tuned to address his need for additional information by including a section on each screen that allows the user to get more information on a subject, somewhat like a footnote. He would also have liked more on cultural topics like dances and foods native to different Latin American countries.

Nieves said the course offers a number of benefits to students interested in learning a language. It offers them immediate feedback by telling them if they have answered incorrectly, and after two incorrect answers, it gives them a correct answer.

"Since students are not required to perform in Spanish in public before they are ready and can control the pace of the lesson, they are not nervous about approaching the task of learning new material—and consequently can overcome many of the problems that keep adults from gaining proficiency in a foreign language," Nieves said.

Students also report that the course boosts their confidence in their speaking, reading, and writing abilities in Spanish. Nieves said research she has conducted on students participating in Exito and students taking traditional beginning Spanish courses shows that Exito students score higher on proficiency exams testing their language skills.

But the course has its drawbacks, Nieves admits.

"We have the normal hassles of not having the technology working when you need it. The lab isn't open 24 hours a day. You also have to give up some of the contact time with students. But you do keep in touch by phone and electronic mail."

Nieves said Exito has other applications. It can be used as a supplement to a traditional beginning Spanish course or as a remedial program for advanced language students eager to review previously learned material.

Nieves is working with the National Guard to adapt Exito for its use in teaching guard members Spanish. She is also developing a second-semester Spanish course using Exito for George Mason University.

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Awakening to the Richness of Latino Arts

by Jana Rivera

The richness and depth of Latino art has for years filled the barrios of this country with music and color and drama. But Latino art has now spilled over its boundaries into mainstream America. Movies such as *Mi Familia*, which portrays the Mexican-American experience, years ago would have been largely ignored by critics and audiences outside the cultural group. Now, they not only draw big stars such as Jimmy Smits and Marisa Tomei, but they gain critical acclaim and pull in a diversified audience.

Barclay Goldsmith, production and artistic director of Borderlands Theater, in residence at Pima Community College in Tucson, Ariz., remembers producing plays in the 1970s with a Chicano theme. Although Goldsmith remembers large audiences, the group was unable to get any coverage from newspaper theater critics.

"It was pretty much a barrio audience in a very traditional sense of the word," Goldsmith said. "Lots of grandmothers and grandkids and dogs."

Borderlands Theater now stages Latino plays in front of audience members from all ethnic and cultural backgrounds.

"Now our audiences really reflect a broad spectrum of class and race—it is much more diverse," Goldsmith said. "I never dreamed that we would have as many Anglos come to a Latino play as we get now."

The newfound appreciation for Latino art might be in large part due to groups like Borderlands and others on college campuses across the nation who have made a commitment to promote Latino arts and to showcase Latino artists.

The Latino Cultural Arts Initiative at UCLA, one of the largest university promoters of Latino arts in the country, has put together a committee of on- and off-campus representatives to plan cultural events and help with fundraising.

During the past year, the initiative at UCLA has sponsored an exhibition of Chicano art at the Armand Hammer Museum in Los Angeles; held a "Day of the Dead" celebration featuring Jimmy Smits, Paul Rodriguez, and Kelsey Grammer; offered a screening of the PBS film, *Chicano*; and planned a celebration of Mexican music that will be held later this year.

"We do everything from painting to music to theater to film," said Raymund Paredes, associate vice chancellor of academic development at UCLA.

> **"More and more people are beginning to appreciate the range of Latino cultural expression and are supporting it."**
>
> **Raymund Paredes, associate vice chancellor of academic development, UCLA**

Those supporting the initiative at UCLA hope soon to commission work from the Latino Theater Company in Los Angeles and a piece by the musical group Los Lobos.

"We are not only sponsoring significant art," Paredes says, "but we are also going to help create it."

Paredes also notes the widespread audience appeal of the Latino art events.

"Sometimes we have 1,000 or more people attend these events. They have a broad appeal across the campus and across the city. More and more people are beginning to appreciate the range of Latino cultural expression and are supporting it."

Promoting Latino art in Los Angeles, one of our nation's centers of Latino culture, makes sense for UCLA, Paredes says, and he thinks the program benefits many individuals beyond the artists involved.

"We not only want to promote the art and culture for their own sake, but we also know that promoting Latino culture and art has a big impact on creating a more hospitable climate for Latino students on our campus."

Other universities have found similar benefits. The Huntington Arts Gallery, the fine arts museum at the University of Texas at Austin, works closely with the campus Center for Mexican-American Studies making collections of Latino works available to graduate students.

Through a grant from the Rockefeller Foundation, says Director Jesse Hite, the gallery will focus its attention and exhibitions on art from Central and South America and the Caribbean. It will also promote Mexican-American and Latino art.

WESTERN NEBRASKA COMMUNITY COLLEGE

DEAN OF INSTRUCTION

Western Nebraska Community College, Scottsbluff Campus, is accepting applications for the position of Dean of Instruction. The College was founded in 1926 and is located in the Panhandle of Nebraska with attendance centers in Sidney and Alliance. The central administrative offices are located in Scottsbluff. Current credit headcount enrollment is approximately 2,800 students. **RESPONSIBILITIES:** The Dean of Instruction reports to the Executive Vice President for Educational and Student Services; supervises the allocation of resources in academic areas, is involved with the improvement of instruction, coordination of instructional activities, and the development and improvement of evaluation of college academic activity; is responsible for the planning, coordination, assessment, management, and evaluation of all academic programs and operations; oversees faculty personnel matters, academic support services, and academic grants; and assists the Executive Vice President with the development of new strategic thrusts in the design and delivery of academic programs and providing vision and leadership in the use of technology to improve teaching and learning. **QUALIFICATIONS:** Faculty and administrative experience at a community college and an appreciation for the role of a comprehensive community college; skills necessary to clearly articulate the college's mission, values, and needs and to communicate them persuasively to external and internal constituencies; knowledge of current practices in the administration of community college academic programs; good interpersonal, written, and oral communication skills; Master's Degree in education, management, administration, or an academic discipline; at least three years administrative responsibility at or beyond division chairperson level and post-secondary teaching experience; ability to provide leadership and relate to faculty; and excellent listening, communication, and participatory management skills. Ed.D. or Ph.D. preferred. Any equivalent combination of experience and education that provides the required knowledge, skills, and abilities to perform the duties will be considered. **SALARY:** Commensurate. **START DATE:** Immediate. **APPLICATION DEADLINE:** June 21, 1996. **APPLICATION PROCEDURE:** Send letter of application, resume, transcripts, and three letters of reference to:

Human Resources Office
Western Nebraska Community College
1601 East 27th Street
Scottsbluff, NE 69361-1899

Only Complete applications will be considered.

EEO/Affirmative Action Employer.

"Our first project is going to be an exhibition on Tejano art," Hite says. "Although there has been a lot of work done on Chicano art out of the Southwest and California, there has never really been an exhibition that studied the roots of Tejano art."

As part of this effort, the university has established a permanent tenured position for a Latino art history professor and will be one of few universities to offer a graduate degree in Latino art history.

"Our job is to educate, enlighten, and entertain."

Bradley A. Blake, director, The New Mexico State University Museum at Kent Hall

Hite says Latino visual arts, like movies and theater arts, have definitely knocked down traditional borders and gained wide audience appeal.

"There have been a number of important (Latino) exhibitions that have circulated in the last couple of years that have been of very high quality and accessible to everyone."

Museums that have always focused on Mexican art, that were once almost marginal museums, Hite says, are becoming much more mainstream and stable with the heightened interest from a diversified group.

One such example is the New Mexico State University at Kent Hall in Las Cruces, which works in conjunction with the Chicano Programs Department to showcase Latino art in all mediums, including lectures, theater performances, exhibitions, and music.

In the recent past, it has sponsored "The Best of Children's Art from Mexico," a Smithsonian travelling exhibit, and "Straight from the Heart," a celebration featuring Mexican music, food, and a pictorial exhibit.

"Our job is to educate, enlighten and entertain," says Bradley A. Blake, director of the museum. "We let the people in Las Cruces, in town and on campus, become aware of the richness of culture we have here. We have a lot more awareness than we have ever had before."

Part of this awareness is due to the efforts of Blake and his small staff. To break down the perception of a museum as an elitist institution, Blake's group targets children in surrounding schools with an outreach program they call "Museum in a Bag," which provides teachers with art materials to share with the students.

"We want this to be a comfortable, fun place to come," Blake says.

Pima Community College's Borderlands Theater also spends much of its energy and effort behind the curtain, working with college students, high school students, and high school dropouts in a mentoring program. It also performs special student matinees, busing nearly 3,000 students to see them.

These programs and others like them on campuses across the nation have roots planted deeply in the Latino culture and plans to nurture them, giving voice and opportunity to new generations of artists with stories yet to be seen and heard.

Dr. Alberto Canas

The Pied Piper of Pensacola

by Roger Deitz

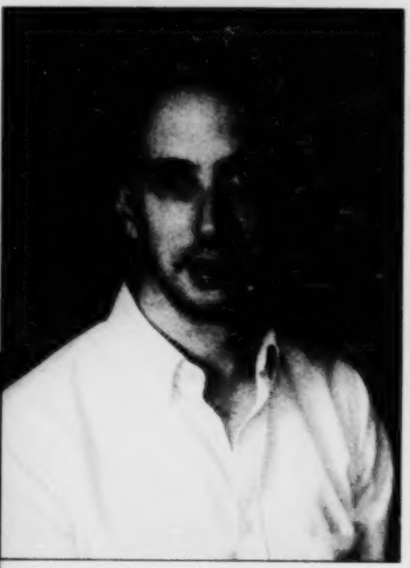
The pied piper of fable mesmerized the children of Hamelin, captivating them with a tune from his magic flute. Today, a modern-day pied piper is calling together the young people of Latin America, encouraging them to communicate with each other and discover the many wonders of the technological world. He is doing so not with witchcraft but by affording them access to computers, special software, and a vast user network created to draw together inquisitive students from even the most geographically remote Latin American schools.

The modern pied piper is Dr. Alberto Canas, an assistant professor of computer science at the University of West Florida in Pensacola. Canas, a native of Costa Rica and founding director of the Business Computing Department at the Instituto Tecnologico de Costa Rica, helped develop IBM Latin America's Project Genesis, which introduced computers into elementary and secondary school classrooms. That project grew to become Project Quorum, a usable computer network that now links more than one million students in schoolrooms throughout Latin America.

Imagine students in many countries empowered to switch on a computer and, through existing and newly created technology, access their counterparts in other countries in order to work on homework projects or inquire about life in other lands. An international daydream? Hardly, thanks to Project Quorum and the vision of a very special modern-day mentor.

For 20 years, since he began teaching, Canas has realized that computers could be powerful teaching tools. After all, students were fascinated by them. Today, Canas says that he works with elementary and high school students eager to use the computer as a learning tool primarily because it is fun to use.

"I see the potential in this realm of education as incredible, given the low cost of computers, their accessibility, and the potential for collaboration among students in different countries. We have come a long way since I first started using the computer for instruction."



TITLE: Assistant Professor, Department of Computer Science & Institute for Human and Machine Cognition

INSTITUTION: University of West Florida

EDUCATIONAL BACKRGOUND: B.S. Instituto Tecnologico de Monterrey, Mexico; Masters of Mathematics in Computer Science and PhD, University of Waterloo, Ontario, Canada

PROUDEST MOMENT: Visiting the schools in Brazil last summer and meeting personally with the students he had been exchanging messages with

GREATEST LEGACY: A collection of students and teachers who are taught to collaborate, who can later continue on their own. This is most significant.

QUOTABLE QUOTE: "It is important to help the Latin American schools. Otherwise, the technological gap between the developed and the underdeveloped countries will just keep growing bigger and bigger."

Canas started Project Genesis with IBM Latin America in 1987 by introducing computers into the classrooms of Costa Rica. As a member of a commission created by the government of President Arias, they designed a project to go from zero to 50 percent of elementary school children using computers in the country's public school system by 1990. This, from a place where there were no computers in use at all in 1987, all the way to a point where 4,200 microcomputers were installed and teachers were trained in their use. But that was primarily just the hardware and some very basic software—it did not connect the students to each other.

"Now, Project Genesis will involve several thousand schools, over a million kids, and thousands of teachers throughout Latin America," Canas said. "Here at the University of West Florida, we have made a proposal to IBM Latin

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QUALIFICATIONS:

- CPA or Master's degree in appropriate field preferred with 3-5 years senior-level directly-related experience;
- Higher education or community college experience is highly desirable;
- Demonstrated experience with implementation of computer-based financial systems (LA Plus SCT software preferred);
- Extensive experience with fund accounting, preferably in higher education;
- Demonstrated ability to provide vigorous, creative, and effective fiscal management;
- Strong written and verbal skills, highly motivated, energetic self-starter;
- Proven supervisory and staff development skills;
- Understanding of issues and infrastructure needs of new institution with escalating enrollment and revenue restraints;
- Evidence of commitment to collegiality, professional development and integration of new technologies; and
- Demonstrated sensitivity and ability to be successful within a multi-cultural environment.

SALARY:

Administrative range $58,000 - $65,000

APPLICATION:

This position will remain open until filled. Starting date is as soon as possible but no later than **September 1, 1996.** To ensure full consideration, respond in confidence with a letter of application, resume, copy of transcripts, and five professional references with addresses and phone numbers to:

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McAllen, TX 78504
Phone: 210/686-3701

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America to develop the network that will allow students in these countries to collaborate in their work."

To Canas, collaboration means more than just exchanging messages.

"We want them to be more than just pen pals. We are looking for a pedagogical point of view, to have them use advanced telecommunications for their ultimate academic benefit."

The main thrust of Project Quorum is to get students to solve problems together. For example, students from two countries, such as Brazil and Mexico, will work as a pair. Perhaps the Mexican student is given the task of building a city in Brazil. He must consider the parameters to take into account. With the Brazilian student as a guide, the Mexican student collects the necessary information by asking questions that will facilitate completion of the task. In turn, the Brazilian student must research answers, which results in two-way learning.

"The fact that there is a challenge, some problem solving, and collaboration helps each student learn from the other," Canas explained. "With so much emphasis on the Internet and navigation throughout the World Wide Web, students have become accustomed to obtaining their information in bits and pieces. With our program, students must think and interact."

Canas says that IBM has a support center in each of the participating countries, staffed with specially trained teachers.

"One advantage of the program is that the teachers all use the same pedagogical model, the same tools, and the same software and hardware, resulting in similar projects. Project Quorum has created an infrastructure for collaboration that provides momentum for interaction between schools."

Canas believes that the results of the interaction will be a self-nourishing project for both the children and the teachers throughout the whole region.

HO

continued from page 6

"My weakness is in speaking Spanish. I understand it much better than I can speak it. If I go to a Hispanic restaurant, I can understand what I read better than I can speak or better than I can understand."

She explains that as someone who is deaf, she tends to be very visual, which aids her in understanding what Hispanics are saying.

"When Spanish-speaking people get excited, they have strong facial expressions. They are always making gestures with their hands, which is one strong area that I can relate to well. I can understand very quickly if they're mad or excited about something just by the way they act," says Laguardia.

By using hearing aids, Laguardia, who is classified as having severe to profound deafness, can identify when something is said. She underscores that the difference between hard of hearing and being deaf is the level of the hearing loss that exists.

Deaf culture is a whole way of life for many. Laguardia respects those in the deaf culture and those in the hearing culture. She explains that while those who identify with "deaf" culture embrace it is as a total way of life, they don't reject hearing culture. Simply stated, they choose to live their life the deaf way.

Laguardia doesn't view her deafness as disabling. Instead, she feels very privileged to be both Hispanic and deaf.

"It gives me more of an unprejudiced view of life. I feel that if people feel left out or alone because of their disability or their heritage, they shouldn't; they should feel proud to be who they are. Being Hispanic and deaf helped me to identify myself," she says with great emotion.

HO

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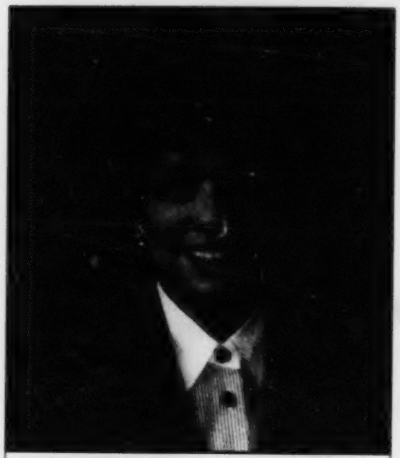
Videoconference to Focus on Presidential Leadership

Issues in community college presidential leadership will be the topic of an interactive videoconference scheduled for October 1996. The videoconference, "Latino/a Community College Presidential Leadership: Past, Present and Future," will focus exclusively on the needs of community college leaders and presidents and the issues they will face in the coming decade.

"As a Latina college administrator, I was constantly searching for the most current, cutting-edge information that addressed my needs and those of my Hispanic colleagues," said Dr. Lydia Ledesma, executive producer of the series and president of Skagit Valley College. "The videoconference provides a broad-based and convenient vehicle for the exchange of research and data, ideas and information. Through teleconferencing, it all takes place in a very inclusive way."

Having produced two other videoconferences on Hispanic issues, Ledesma, who is also a participant in the panel discussions, believes that it is vital to address Hispanic leadership issues on a national level. Equally important is the inclusion of students, presidents, administrators, and faculty.

The October 1996 videoconference will include discussions on such topics including the demographic profiles of Hispanic college presidents in the U.S., unique challenges faced in the past by Hispanic leaders, new expectations facing presidents, nationwide accountability and responsibility, role models and the mentoring of students, and successful strategies for Hispanic leadership in the 21st century.


Dr. Lydia Ledesma

Presenters include Dr. Raul Cardenas, president, Paradise Valley Community College; Dr. Jess Carreon, president, Rio Hondo College; Dr. Leo Chaves, chancellor, Foothill DeAnza Community College District; Dr. Leila Gonzales Sullivan, interim president, Gateway Community and Technical College; Dr. Tom Gonzales, president, Front Range Community College; and Dr. Michael Saenz, president, Tarrant County Junior College.

Ledesma believes that the technology of videoconferencing will bring the Hispanic community together.

"The Internet, electronic communications, and other technologies offer a powerful promise to our community. Using it, we can explore our needs, uncover resources, and share our dreams, our history, and our accomplishments."

The videoconference is cosponsored by the American Association of Community Colleges, DeAnza College Intercultural/International Studies Division, *The Hispanic Outlook in Higher Education*, MEChA/Latino/a Association, and Skagit Valley College. The cost is $425 per site, $1,000 per network. Technical information needed to receive the videoconference will be provided.

For registration materials, contact:

Gladys Penner
Teleconference Coordinator
DeAnza College Television
21250 Stevens Creek Blvd.
Cupertino, CA 95014
(408) 864-8943

Bilingual Teacher of the Year   El Centro at CUNY   Dr. Jose Lopez-Isa   Rising College Costs

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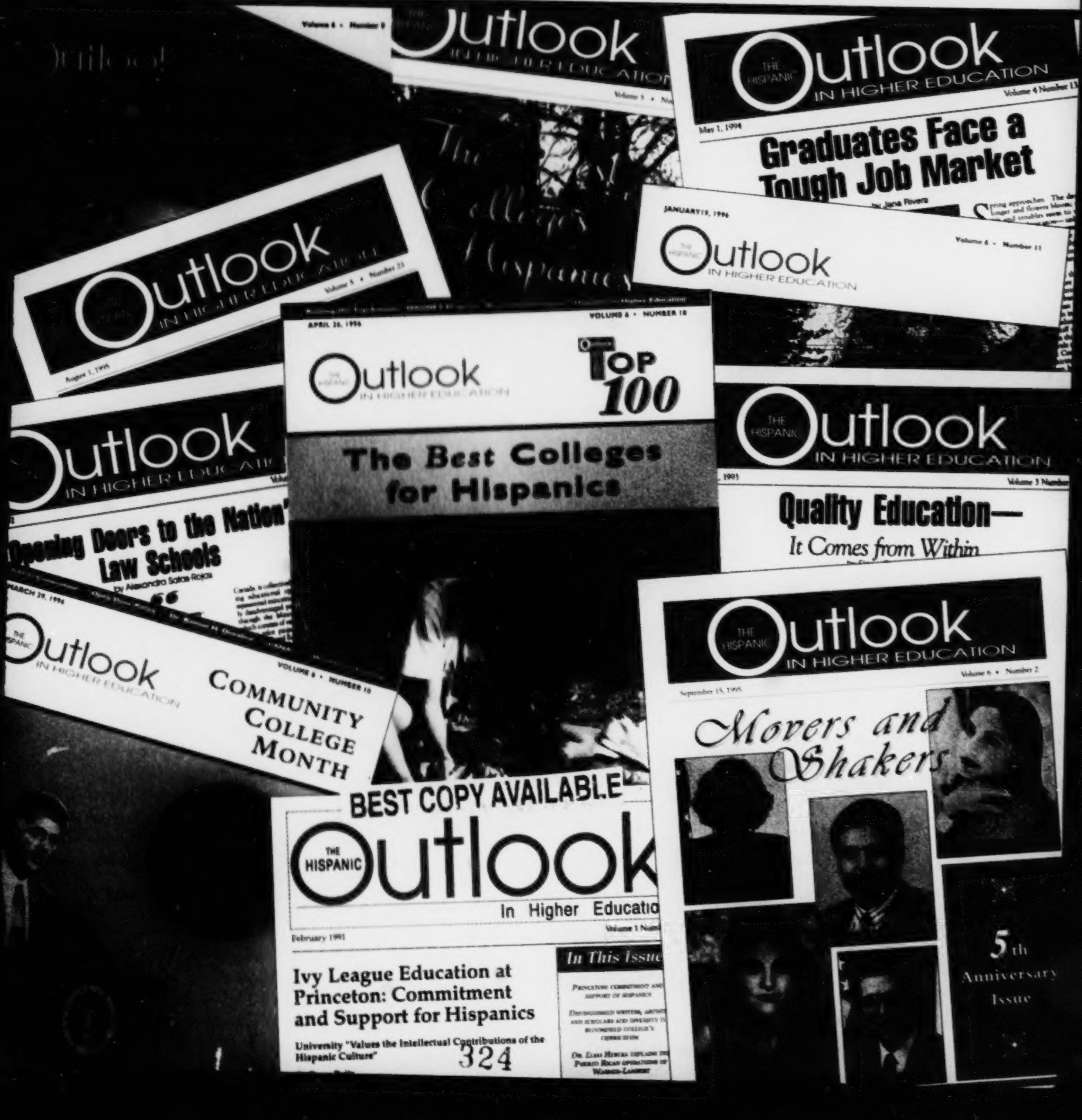
THE HISPANIC Outlook IN HIGHER EDUCATION

100th Issue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Counting on Cooperation

The Census Bureau Looks for Ways to More Accurately Count Hispanics in the United States

by Ines Pinto Alicea

The federal government has announced a plan to prevent an undercount of Hispanics in the 2000 Census even though the U.S. Supreme Court recently ruled that the 1990 Census does not have to be adjusted for the undercount of minorities in large cities.

Bureau of Census officials have said that they will use a two-prong approach to improve the response rate among minorities. First, they will try to improve their outreach by using bilingual forms, setting up a hotline to help participants fill out the forms, hiring private advertising firms to tailor marketing to the Hispanic community, and creating partnerships with community organizations. Then, they might use sampling in areas that continue to offer a low response rate to get the most accurate count.

"We are cautiously optimistic about the ideas and plans they have that could make their outreach more effective in the year 2000," said Rosalind Gold, director of policy research and operations for the National Association of Latino and Elected and Appointed Officials. "If these changes are carried out effectively, hopefully the true numbers (of Latinos) will be reflected."

The distribution of federal funds to a variety of government programs, including educational ones, the number of representatives each state sends to Congress, and the apportionment of state legislatures are all dependent on population. Robert McArthur, chief of the federal programs branch at the U.S. Census, said that about $156 billion of federal funds are distributed yearly among 120 federal programs.

For federal education programs, a correct population count can not only boost funding from the federal government but can also raise the interest of other funding organizations and brighten the spotlight on the Latinos or other groups being served by a program, said Margaret Hoyos, senior professional associate for the Washington-based National Education Association.

"A lot of higher education opportunities become more focused on these groups," Hoyos said.

With billions of dollars in federal funds at stake, Latino leaders say it is crucial that the undercount of Latinos is not repeated. Experts say that Census counters tend to miss racial and ethnic minority group members more often than whites because of a variety of factors, including language barriers and lower response rates to questionnaires.

While representatives of Latino advocacy groups said that they welcomed all the outreach plans proposed by Census officials to improve the response rate among Latinos, the agency's decision to use sampling techniques in areas where the response rate is low could result in the best count of the population in those areas, according to Gold. Undersecretary of Commerce Everett Ehrlich said that Census 2000 will use sampling to estimate the last, hardest-to-count 10 percent of the population after most are reached by mail or door-to-door visits. But the sampling will only supplement the count, resulting in just one final number.

Still, many like Gold expressed concern that with the current anti-immigrant climate in the United States, Latinos again will be undercounted if confidentiality is not emphasized by the bureau and by those community organizations helping in the effort.

"It is critical that everyone fill out the census forms and be counted," Gold said. "[Community organizations] will have to provide a strong voice to get the message out to deal with these fears."

Bureau director Martha Riche said that the job of the agency is to count every person in the United States regardless of resident status.

"We have always kept the data fully confidential, and we are committed to maintaining that," Riche said. "We have to make it clear and believable to [Latinos] that their information will remain confidential."

The changes that Census officials are undertaking to get a better count of Latinos come at a time when large cities are still dealing with a recent U.S. Supreme Court decision to uphold the 1990 U.S. Census. Several cities sued the federal government seeking more clout in legislatures and bigger shares of federal funds. A decision in their favor could have meant more money for federal programs serving their communities. The court instead allowed the undercount of minorities to stand and in turn dashed any hopes for a large federal windfall for large cities where minorities were undercounted.

The case before the Supreme Court arose from a decision by Bush administration Commerce Secretary Robert A. Mosbacher not to adjust the 1990 population count after Commerce's Bureau of Census acknowledged that a disproportionate number of Blacks and Hispanics had been undercounted. An estimated 4.8 percent of the Black population and 5.2 percent of the Hispanic population were missed in the 1990 count.

Mosbacher's decision not to adjust the count was challenged by New York, Los Angeles, Chicago, Washington, D. C., and several other cities. The Census Bureau estimated that an adjustment would raise the official 1990 population by about 5 million—to 254 million.

The high court ruled March 19 that the commerce secretary ultimately has the discretion to decide whether an adjustment is justified.

Chief Justice William Rehnquist said that the decision not to make an adjustment was not based "upon an intent to discriminate on the basis of race."

The Clinton administration had argued to the Supreme Court that it was not possible to know the exact population of the United States and said that the 1990 Census was the most accurate in history.

The justices based their ruling on the relations among the branches of government. The Constitution gives Congress broad authority to conduct a census, and the Congress delegated that power to the commerce secretary, Chief Justice William Rehnquist wrote. The commerce secretary determined that the census could provide a foundation for apportioning political representatives among states without a statistical adjustment.

"We find that conclusion entirely reasonable," Rehnquist wrote, explaining that the judiciary ordinarily shouldn't second-guess judgments that the Constitution directs.

Meanwhile, the federal government continues to study whether Hispanics should be considered a separate race in data collection. The government has been considering changing its standard racial and ethnic classifications because the data might no longer accurately reflect the diversity of the nation's population. Since 1977, the U.S. government has categorized data on its residents as White, Hispanic, Black, Asian or Pacific Islander, or American Indian/Alaskan native. Currently, Hispanics are considered an ethnic group and can be of any race. A decision on how data on Hispanics will be gathered and how Hispanics will be classified is not expected until early 1997, said a spokesman for the Office of Management and Budget, which coordinates the government's statistical policy.

The statistics are used by government agencies to provide entitlements and set-asides, to evaluate employment discrimination, and to enforce a wide range of civil rights programs, including the Voting Rights Act, state redistricting plans, school desegregation, the Fair Housing Act, minority business programs, and other affirmative action initiatives.

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All of us at *The Hispanic Outlook in Higher Education*—the publisher, editorial and advertising departments and the other dedicated behind the scenes staff who make this publication happen—would like to thank all of you—our subscribers, advertisers and all who read the magazine, for your support for the last 100 issues.

Because of your support, we have been able to reach thousands of leaders in higher education throughout the country and get the message out about the importance of Hispanic issues.

We look forward to continuing to bring you news and features which keep you up-to-date on the trends in higher education and the issues, challenges and opportunities facing Hispanics in the United States.

Once again, thank you for your support.

Amelia Duggan

Amelia Duggan
Editor

The Birth of a University

Florida Gulf Coast University

FLORIDA GULF COAST UNIVERSITY

by Roger Deitz

Florida's Southwest region is a rapidly developing section of the state—especially with regard to 18- to 44-year-olds, who are most likely to seek higher education. The drawback is that up to now, area residents had to travel 150 miles to take classes at the nearest state university campus. That's too far for commuters and out of the question for area workers who are seeking to improve their skills while remaining on the job.

The Florida legislature responded to this situation in 1991 by authorizing the creation of a tenth four-year university as part of the state university system. Florida Gulf Coast University, slated to open in August of 1997, will serve Lee, Charlotte, Collier, Glades, and Hendry Counties. The 760-acre campus site in Fort Myers was selected in 1993.

Dr. Suzanne L. Richter
vice president for academic affairs
Florida Gulf Coast University

Significant planning is required in the creation of a new university. Careful consideration must be given to the campus, its instructional buildings and support facilities, the academic programs that will be offered, and the student services.

But a university is only as strong as its people—administrators, faculty, staff, and students. That's where Florida Gulf Coast University's founders have been focusing particular attention. The creation of a university entirely from scratch, they point out, is "a unique challenge," a "golden opportunity" to establish an institution where race, ethnicity, and gender are considerations built in from day one, not afterthoughts patched together at a later date.

Dr. Suzanne L. Richter, Florida Gulf Coast University's vice president for academic affairs, was initially a consultant to Florida's State University System to develop the new school's mission and purpose. Prior to that she held various administrative posts at Miami-Dade Community College, where she served as dean of instruction for the 10,000-student Wolfson Campus. Richter emphasizes that founding a university is an unequaled challenge.

"This is a unique opportunity—formulating a university from scratch. I see us playing a progressive role in so many ways. First, we can do so by hiring more minority candidates at all professional levels. We need to bring people in as deans and faculty, with doctorates and good resumes, people who can play leadership roles not only at the school but in the surrounding, growing community. We are also incorporating diversity into our staff—this is already happening."

Richter maintains that FGCU is serious about providing access to higher education for all students.

"We are trying to reach into some of the further-out communities such as rural Immokalee—the Collier County area about which Edward R. Murrow wrote *The Harvest of Shame*, the special report about the plight of migrant workers. The area still has a high degree of migrant population, a strong minority population waiting to be better served."

Richter says that Southwest Florida is inhabited to a large extent by people from the Midwest and that it is still predominantly a tourist service center. One of the things she believes the new university can do is play a pivotal role in the economic development of the area, so it can attract and benefit many more people than just those attending or working at the institution.

Steven Belcher,
director of human resources,
Florida Gulf Coast University

A Hispanic Outlook in Higher Education

by Roger Deitz

"A knowledge of different literatures is the best way to free one's self from the tyranny of any one of them."

- Jose Marti, 1882

Jose Marti, the great Cuban patriot, essayist, and poet, was one of the first to observe a relentless Yankee cultural homogenization at work in and about the United States.

Although fascinated by this country as he found it in the mid to late 1800s, and aware of the Republic's bright promise for the peoples of the Western Hemisphere, Marti wrote of the struggle of Latin American nations and of immigrant Americans against the (usually) benevolent but overwhelming American cultural juggernaut that had not as yet geared up to invent Hollywood or EuroDisney.

Exiled from Cuba at the age of 16, Marti spent many difficult years living and working in Mexico, Spain, Guatemala, and Venezuela before settling in the United States to earn his living as a writer in his adopted home of New York City. Here he distinguished himself as a great man of letters. During this period of his tragically short life, he contributed landmark essays on American society, politics, and literature to the *New York Sun* and to various South American newspapers.

The brief quote above speaks volumes for the point of view Marti held on the value of diversity in literature and education and in life. To my mind, since our first issue of September 1990, *The Hispanic Outlook in Higher Education* has trained its editorial efforts in the same direction as Marti's, examining a system that tends towards exclusivity but that requires openness and diversity to flourish.

Ethnic diversity is our nation's non-mythical fountain of youth, its cultural rejuvenator. A multicultural citizenry infuses vitality and richness into a general populace that draws much of its evolving identity from its many immigrant contributors.

How ironic that a nation that owes its uniqueness to a gloriously mixed ethic make-up works so hard on the surface to deny this reality, preferring instead to characterize the "typical American" as a product of a bland melting pot. Those of us who see this land as a colorful patchwork quilt know it better. In the classroom, diversity can be a teacher of broad and varied background, a mentor to students poised for the global economy to come.

Roger Deitz has been a correspondent for *The Hispanic Outlook* since its premier issue in 1990.

As every immigrant mother and father knows, access to the educational pipeline is the best path their children have to a better life. This is America's great promise. The classroom door swung open to the children of Jewish, Irish, and Italian families crossing the Atlantic to enter through Ellis Island at the early part of the century, as it did for many Asian people and others from the Pacific, for Scandinavians, and for countless Europeans. As recently as the last few decades, Mexicans, Cubans, and Latin Americans seeking a better standard of living and greater opportunity began urging their children, only in a different tongue, "Go to school, get a college degree, and you will have the life we could only dream of back home."

Opportunity is available to all in theory, but in practice there is much struggle on the road to the American Dream. Through *The Hispanic Outlook's* first one hundred issues we have mapped the road to equal opportunity via higher education and paused at some of its bends to reflect on the meaning of such issues as bilingual education or new technology. We have not been so brazen or smug as to claim that we had all the answers, but we endeavored to ask the right questions of the right people, and then considered the answers we were offered. The dialogue was hardly one-sided—the *Hispanic Outlook* prides itself for being a forum for opposing views and divergent opinions.

Having written by estimation nearly eighty articles since that first issue of the fledgling publication, I was privy to the growing pains of the young academic journal. I tell you, the process of

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A Hard Row to Hoe

Bilingual Teacher of the Year Establishes New Ground in Education

by Amalia Duarte

Standing in a beanfield in Montana, watching her young daughters as they struggled to pull weeds in the hot summer sun, Maria Ramirez had a revelation.

"I knew the cycle of poverty was going to stop with me," recalls Ramirez, now 39. "Seeing my own kids struggling in the fields, I said, 'No, after this I have to do something different.'"

Ramirez grew up working alongside her Mexican immigrant parents and her six brothers in the fields, but she wanted a better life for her family. After that summer in Montana, she dedicated herself to completing the college education she had given up following a devastating illness. When they relocated to Denver, she landed a job with the Colorado Migrant School and applied to area community colleges. "I originally was only going to get my associate's degree and had plans to open a day care center, but my guidance counselor said, 'Why settle for that? Why not reach for higher goals? You can be anything you want to be.' That triggered something in me."

Those words of support were certainly helpful, but clearly Ramirez's drive comes from deep within. She graduated from Aims Community College with straight A's, she made the Vice-President's Honor Roll and graduated magna cum laude with her bachelor's degree from Metropolitan State College in Denver. Two years ago, she received her master's degree from CU-Boulder and has submitted an application to pursue a doctorate at Metro State.

Today, Ramirez is encouraging other Latinos to reach for higher goals as a bilingual education teacher at the Alsup Elementary School in Commerce City, Colo., where 47 percent of the student body is Hispanic. Her efforts to revamp and upgrade the school's bilingual program have led to yet another award. She was named this year's Bilingual Education Teacher of the Year.

In selecting Ramirez for the honor, Jim Lyons, executive director of the National Association for Bilingual Education (NABE), based in Washington, D.C., said, "Maria Ramirez is not just an outstanding bilingual education teacher, she is one of the best teachers you will ever see in any instructional setting. She views students' language, culture, and experiences as a foundation, not an impediment, to learning."

The award did not surprise those at Alsup who work with Ramirez. Alsup principal Ernestine Garcia says, "Maria is a light when it gets dark." In her recommendation letter to NABE, Garcia wrote, "She has taught me to love, to love my culture, my native language, and, in doing so, to love myself."

"I knew the cycle of poverty was going to stop with me."

**Maria Ramirez,
Bilingual Education
Teacher of the Year**

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Fellow Alsup teacher Ruth Gonzalez says, "Before she came, it was up to each teacher as to what you put into the bilingual program. It was very lackadaisical. There wasn't really any interest in it."

Ramirez's lessons feature cooperative learning in which students help each other learn; team teaching, where instructors share teaching duties; and intensive parental involvement. "We formed a Bilingual Parent Advisory Committee that conducts its meetings totally in Spanish. I have more parents coming to these meetings than to parent's night because they feel comfortable and welcome," says Garcia. And Ramirez herself goes to visit her students' homes to get parents involved in the educational process.

"The parents in our school, especially the parents of my students, have gotten to know me and trust in our efforts," says Ramirez.

The accolades are pouring in today, but getting to this point of national recognition was a terribly long and difficult journey for Ramirez. The harsh realities of migrant work were part of her world from the beginning.

She was born in Oregon while her family was traveling throughout the Northwest. Schooling was fraught with problems because the peripatetic family traveled from mid-May until early October, working in the fields. Ramirez says, "In mid-May, we would leave Eagle Pass, Texas, and migrate to Oregon. We were weeding fields of sugar beets and onions. We would spend three weeks or so there, and then move on to Montana and work for a month to five weeks, hoeing and weeding. Then, we returned to Oregon to weed and pick crops. We ended the season picking crops—strawberries, potatoes—into the early part of October. So, we were always behind in school."

Migrant schools were available on the road, but it wasn't easy to attend.

"They were inconvenient. You had to be at a particular place at a certain time to get picked up by the buses. And then sometimes the buses wouldn't show up."

Because of their odd schedule, back in Eagle Pass they were placed in a migrant program at school and perceived as different. They were looked down upon by teachers and other students as being not just Hispanic, but migrant Hispanics.

"The expectations were not as high. There were some teachers who encouraged us to work very hard. But then there was this subtle discrimination. But it just made me more determined to prove them wrong. I always tried my hardest in school and did make the honor role," she says. As if these pressures weren't enough, Ramirez had to work full time during the school year, from serving up desserts at a Dairy Queen to selling clothing at local department stores, to supplement the family's meager income.

"I missed out on a lot of fun things. I didn't have the freedom to play sports or go to the prom. I worked so many hours, there were some people at work who didn't even know I was in school."

Her grit and determination didn't go unnoticed. She was selected for a special program for migrant youngsters that enabled her to attend St. Edward's University in Austin on a scholarship. However, her father died the year she was to start college, and her mother pleaded with Ramirez to stay home. "I just knew I had to go against what she believed. She didn't know what an education could give me."

Ramirez successfully completed her first and sophomore years, making the Dean's List, and then tragedy struck. At the beginning of her junior year, just before exams, she suffered a seizure. "I thought I was dying." She was rushed into emergency surgery after tests showed she had a non-malignant brain tumor. She dropped out and missed the rest of the semester while recovering. At this point, she decided to get married to a long-time, hometown sweetheart, Santos Ramirez, and the newlyweds ended up moving to Illinois. Thoughts of finishing college were put on hold while she looked after two daughters, Angelica and Jessica.

The couple remained in Illinois for five years, while her husband worked in a foundry. She attempted to continue her education, taking courses occasionally and working in day care centers. Later, they moved back to Texas briefly, and then returned to Montana for migrant farm labor. There, Ramirez felt she had to make more of her life.

Despite having a third child, Tanya, she completed her education and started at Alsup as a bilingual kindergarten teacher in 1988. Remembers principal Garcia, who has been at Alsup for 19 years, "She was relentless in bringing her concerns about the inconsistencies in our bilingual program to my attention. Finally, about three years ago, I said, 'Bueno, let's have a meeting. We weren't promoting literacy in either language.' "

An outgrowth of that meeting was the creation of a dual-language bilingual program in which Spanish-speaking children learn English and non-Spanish speakers learn Spanish. Parents have the option of placing their children in regular classes if they choose. Ramirez and Gonzalez moved with the children from kindergarten to first grade and then to second grade to provide them with a consistent approach and foundation in each language. It also led to the creation of the Bilingual Parent Advisory Committee and of English-language classes for Hispanic parents.

"The non-Hispanic parents demanded it so they could communicate with their Hispanic neighbors," says Garcia.

While bilingual education is under fire from many quarters, it receives support in Commerce City.

"Maria is the seed from which all this grew," says Garcia. "The lesson here is that you don't have to be ashamed of your language and who you are as a person. Differences are okay."

Amalia Duarte is former editor of *Hispanic Outlook*.

Will the Rising Cost of Community Colleges Stifle Minority Enrollment?

by Gary M. Stern

Asked to name the most difficult issue she faces, Dr. Tessa Martinez Pollack, the president of Glendale Community College in Phoenix, Ariz., replies, "the rising cost of tuition for community colleges." She fears that if tuition costs keep rising, minority students will be denied access to higher education.

Many community colleges are feeling pressured to raise tuition due to cutbacks in federal and state funding. Minority students in particular feel the effects of these rising costs since many begin their higher education in community colleges. Indeed the American Association of Community Colleges (AACC) reports that 47 percent of all minority students who attend higher education are students at community colleges. And of that number, 36 percent are Hispanic.

Rising community college tuition varies from state to state, said Norma Kent, director of communication at the AACC. In addition to federal and state funding, many community colleges generate their funding from local taxes.

"In many local communities, there's been a backlash," said Kent, "and community colleges are feeling the effect." According to Kent, many community colleges have stripped their essential services to the bone to reduce administrative costs but still have had no choice but to raise tuition.

While Arnold Kee, coordinator for the Minority Resource Center at AACC, acknowledges that tuition fees are increasing, he places these rising costs in context. "The cost of tuition at four-year institutions is also rising and at a higher rate. Considering that we're looking at community colleges as an option, it's still among the best options," he said. The average annual tuition at a public community college in 1994, he stated, was $1100 a year.

Alberto Sanchez, dean of Instruction at Glendale Community College, added that rising tuition fees are inextricably linked to inflation. When inflation rises 5 percent a year, colleges must raise their fees 5 percent just to keep pace.

Alberto Sanchez,
Dean of Instruction,
Glendale Community College

Carl Polowczyk, dean of Academic Affairs at Bronx Community College, a school that attracts a 95 percent minority population and is located in the northern Bronx, one of the poorest congressional districts in the country, has seen rising tuition costs diminish student enrollment. In 1974, the City University of New York, of which Bronx Community College is a part, had a free tuition policy. Students paid nothing for tuition, except for a two-figure student fee, and gained full access to education. In 1975, tuition of $387 a semester was instituted, which rose to $462 in 1980, $537 in 1982, and by 1996 had grown to $1250 per semester.

When state aid at Bronx Community College was reduced for 800 students, only half of them returned to complete the semester. Rising tuitions and declining financial aid thwarted over 400 students from attending community college. Polowczyk noted that "In the past, education was considered an investment. Lately it's considered an ordinary cost. That change of approach to budgeting has passed cost reduction along to state and local municipalities. If the state budget is 10 percent short, tuition rises." The net result, he said, is that many minority students who are in desperate need of higher education as a way out of poverty can no longer afford Bronx Community College. On the positive side, he contended that many of these students who are highly motivated will return after they save money because they are committed to gaining a college degree.

Tuition is rising in Texas as well. Bill Weinrich, chancellor of the Dallas County Community College District—which encompasses seven community colleges including Richland Community College, Cedar Valley Community College, and Mountain View Community College—noted that tuition has risen every year over the last six years. Still, he pointed out that the district has managed to keep increases to a minimum and that community colleges cost about $300 per semester, still a reasonable fee.

Weinrich is determined to keep tuition increases in check.

"We are committed to access. That's one of the fundamental characteristics of community college," he said. Over one-third of all students attending community college in Dallas are minorities, including 14 percent Hispanic and 18 percent African-American.

At a time when federal and state contributions to community college budgets are declining and property tax increases are being battled by angry taxpayers, what can community colleges do to keep tuition costs from rising?

Weinrich replies, "You have to continue to look at keeping costs down. Some of that involves improved use of technology to facilitate learning. Some involves flattening, or re-engineering, the organization. We have to reduce costs and maximize our income from other sources."

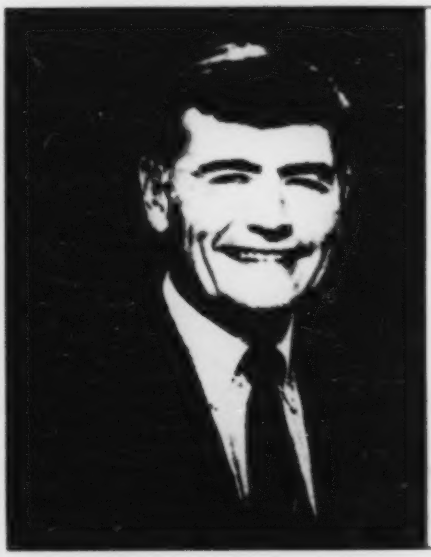
Many community colleges, like several in Dallas, have been offering customized instruction to corporate employees to generate revenues. Other colleges, said AACC's Norma Kent, are beefing up their fund-raising efforts and trying to raise funds to create more scholarships to offset cutbacks in financial aid.

At the same time that community college tuition is rising, financial aid is being cut back, noted Laura Rendon, professor of Educational Leadership and Policy at Arizona State University. Even if minority students continue to attend college, these cutbacks compel them to work at part-time jobs and spend less time studying and on campus.

"Research shows," said Rendon, "that student involvement in his or her educational life is critical to retention." Rising costs will affect their involvement and contribute to a higher minority drop-out rate.

To limit tuition increases, Glendale Community College, where Hispanics comprise 20 percent of the student population, has begun to operate in a more business-like way, focusing on reducing costs the way corporations do. Indeed, when Alberto Sanchez was interviewed, he spoke of keeping tuition fees down in order to "maintain our customer base. The lower the cost, the more likely you will have customers," obviously using jargon borrowed from the customer-satisfaction language of corporate consultants.

Sanchez stresses that despite rising costs, a student's community college education is highly subsidized. At most community colleges, students are charged from one-third to one-half of the actual cost of a college education, possible largely because of federal and state financing and property taxes.



"We are committed to access. That's one of the fundamental characteristics of community colleges."

Bill Weinrich,
Chancellor,
Dallas County Community
College District

The impact of higher tuition will also be felt in vocational education where community colleges play an important role, particularly for minority students. Teaching nursing, computer programming, restaurant management, and emergency medical technicians, among other curricula, has been the role of many community colleges. Tuition raises will curtail those opportunities as well.

"If tuition costs were to rise, it would have a deleterious effect," Weinrich said, particularly on minority students. Accentuating the positive, he noted that, "By and large, community colleges are still less costly than four-year institutions. It is less expensive to begin your education at a community college even if you advance to obtain a Ph.D."

The inclusiveness and openness that community colleges have demonstrated to minority students can easily turn into exclusiveness.

"Community college leaders ought to take a proactive role in educating state policy makers on low-income students," said Laura Rendon. "We need to preserve financial aid for low-income students, to mobilize forces to build enthusiasm for retaining and expanding financial aid," she added.

"The federal government and the state governments are losing track of education. They are disenfranchising students by not allocating money to education," said Glendale Community College's Alberto Sanchez. "Once people don't have access to education, they look for other alternatives. We must keep the pipeline open."

If tuition keeps rising, ASU's Laura Rendon predicts that the effect will be "devastating to Latino students. You're going to have a situation where most Latino/a students will delay college attendance or will not even be able to afford to go to college."

Puerto Rican Studies Focus of CUNY Center

by Joyce Luhrs

Started in 1973 by a coalition of students, community activists, and academicians at the City University of New York (CUNY), the Center for Puerto Rican Studies (Centro de Estudio Puertorriqueños) has had a long history of matching academic inquiry with social action and policy debate. The Centro, as it is referred to, is the only university-based research institution in the United States focusing on an interdisciplinary study of Puerto Ricans.

Housed now at Hunter College, the Centro was developed in response to a need to build ethnic studies about Puerto Ricans in the area.

"At the time, newly founded departments and programs on ethnic studies were developing around CUNY," says Juan Flores, executive director.

Since its beginning, the center's mandate has been to work with people in and out of the university system on several levels. "Our initial areas of interest were history and migration, culture, language, and education. Even earlier efforts involved looking at the media and prisons,...but we couldn't build the task forces as they exist today," says Flores.

With start-up funds from the Ford Foundation, Frank Bonilla, the Centro's first director, led the organization for two decades.

"He was a senior intellectual scholar who understood the system very well," says Flores. According to Flores, Bonilla came from Los Angeles, where think tanks had been created that emphasized collaborating on projects. Flores notes that Bonilla went one step further in New York City by bringing the Los Angeles model to CUNY to create a city-wide center.

Upon Bonilla's retirement in 1994, a struggle erupted about future directions for the center. When Flores became director, he felt that changes were necessary.

"It was too isolated from the wider community of the larger City University system. We had to identify new funds. We have entered a new period of moving towards collaboration and partnership development."

Since joining the organization, Flores has made wide, sweeping changes, including developing an advisory board, creating a newsletter, and publishing an academic journal. A steering committee oversees the organization's operations, ensuring a balance between research, teaching, and services to disseminate research findings that have a wide appeal to academicians and the community.

Today, the center's research efforts focus on history, political economy, cultural studies, language and education, and higher education. Two academic programs bring in researchers and students to the Centro and other CUNY institutions, an endeavor made possible through the support of the three research units: the administration, the library and archives, and the Centro journal.

Like other ethnic studies programs around the country, the center faces budget cuts. Already two staff lines have been eliminated. While it is still supported mainly by public dollars from the CUNY system, the organization is increasing its grant-seeking and fund-raising efforts.

Under these budget pressures, the Center for Puerto Rican Studies continues to conduct research through autonomous task forces that emphasize collaborative projects such as a book about the Puerto Rican community in New York over the last 25 years. The Centro maintains four collaborative programs: Inter University Program for Latino Research, the Puerto Rican/Latina/o Leadership Opportunities Program, the Puerto Rican/Latino Education Roundtable, and the East Harlem-based El Barrio Popular Education Program.

In a faculty fellows program, staff are released from teaching courses in their respective departments within the university. Flores believes that this program brings "an injection of new spirit, new blood" into the organization. This spirit is spurred on by two programs, Intercambio and the CUNY-Caribbean Exchange Program. Intercambio promotes academic cooperation and exchange between the CUNY system and the University of Puerto Rico to address the economic, social, and cultural problems of Puerto Rican communities in New York and Puerto Rico through joint research, seminars, graduate study, and student and faculty exchanges.

The CUNY-Caribbean Exchange program brings together faculty, independent scholars, and artists from countries throughout the Caribbean. As a CUNY-wide program, the exchange fosters dialogue between faculty and students from the City University system and other research centers in the Caribbean. It expands the CUNY network of faculty and students studying the Caribbean and creates cultural understanding and scholarship that strengthens the university curriculum about the region.

With a three-year grant from the Rockefeller Foundation, the center is the site of one of several humanities programs throughout the United States and Latin America. In its last year of funding, three scholars-in-residence are focusing on the theme, The Cultural Politics of Education.

Researchers collaborating on projects is routine at the center. Roberto Rodríguez is one of them. With several others, Rodriguez has just completed an essay for a chapter in the book *Historias de Puerto Rico*, which has been translated from Spanish to English by Fernando Pico.

While only a high school student, Rodríguez began his own history with the organization when he came across an article in *Latin American Perspectives* that was written by several researchers from the center. Rodríguez started working with the center in 1987 and has held several positions, including director of the Latina/Latino Leadership Opportunity Program. Currently, he heads the Centro's history unit, where he is researching the involvement of Puerto Ricans from New York in generating social movements. Another project analyzes the discourse on Puerto Ricans and race and identity.

Rodriguez hopes that his project will help the public understand that Puerto Ricans offer different perspectives on a variety of topics. As an example, he points to the Puerto Rican interpretation of United States history.

"We have a particular position that affords the possibility of different perspectives on U.S. history. Some documents uncovered in Connecticut show that Puerto Ricans fought in the American Civil War. What does that mean in terms of U.S. history? This was an event that defined Puerto Rican involvement in U.S. history."

Rodriguez believes that the Puerto Rican presence in the United States should be rethought in light of what is presented in historical narratives that have excluded different groups of people.

"What constitutes American history really needs to be looked at and reworked. We need to present it from the position of these different groups and recast what American history really is. We need to step beyond partial inclusion. We have to include other voices, the other experiences."

Evelina López Antonetty Research Coalition

Nélida Pérez, director of the center's library, has seen the organization grow over two decades. The Centro Library and Archives maintains a one-of-a-kind collection of materials on Puerto Rican history, migration, culture, the arts, education, and language. It serves undergraduates throughout the CUNY system, students and faculty from private colleges and universities in New York, scholars from other parts of the country, journalists, and individuals from community organizations.

According to Pérez, the main mission of the library is to try to document the history of the Puerto Rican community. The library's holdings include numerous collections and personal papers of activists, writers, and artists, as well as records of organizations like the Puerto Rican Legal Defense and Education Fund.

A major holding in the library is its newest acquisition, The Historical Archives of the Puerto Rican Migration to the United States. These archives reflect the operations of Puerto Rican government agencies that existed in the United States from 1930 to 1989 assisting the large migrations of Puerto Rican settlers. The records of the collection include, among other things, photographs of Puerto Ricans on the islands in the 1930s and 1940s and descriptions of the activities in the Northeast of the Commonwealth of Puerto Rico office in New York at that time.

"This is a huge collection that contains fascinating materials," Pérez says. "As its custodians from the Puerto Rican government, we are looking to raise funds to organize the collection so that we can maximize its use."

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self-examination alone has been worthwhile, the revelations often inspiring. The look and make-up of the journal might change from time to time, but our mission remains unaltered, and our writers and editors continue the quest for equality and fairness.

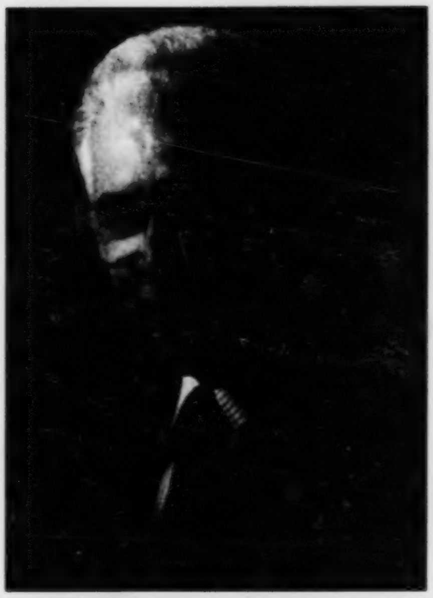
I am here reminded of a quote attributed to President George Herbert Walker Bush. The quote is from his 1988 Republican convention acceptance speech. It was written for the occasion by a dear friend of mine, Margaret (Peggy) Noonan, a classmate whom I dated throughout 1973 when we were students and young writers-in-training at Fairleigh Dickinson University. Her inspired prose captures the essence of Marti's concept of America as a wondrous oneness made up of many shining individuals.

"We are a nation of communities, of tens and tens of thousands of ethnic, religious, social, business, labor union, neighborhood, regional and other organizations, all of them varied, voluntary, and unique...a brilliant diversity spread like stars, like a thousand points of light in a broad and peaceful sky."

I am most proud of my friend Peggy for penning these eloquent words, and I am mindful of the opportunity a good college education gave her and me. We were fortunate to learn and be challenged by ideas and educators, both of us one generation removed from immigrants.

We at the *Hispanic Outlook* believe that no individual should be disenfranchised or denied access to the best education, to the American Dream. All of our children should have the chance to dream and shine their brightest, and not one among them should ever feel the pressure to renounce their uniqueness in the process. This is a metaphor of America worthy of Marti and the peoples of different literatures of which he wrote.

PROVIDING A VOICE FOR HISPANICS



by Dr. Jose Lopez-Isa

It's hard to believe that in what seems like a very short time, we have already reached the publication of our 100th issue. We've come a very long way since the early days, and I feel so proud of the unique type of information we are presenting in the journal. Our viewpoint is truly unique. There is no other publication that offers the nature and depth of issues that we deal with.

I am also proud that we are employing Hispanic writers throughout the country and giving them a voice. They represent diversified perspectives on the "Latino" cultures that are thriving throughout the United States. In addition, the opinions expressed in *HO* Perspectives have allowed Hispanic leaders in particular to share their personal views on a variety of topics of current interest and even national debate.

We have arrived at a point that was difficult to envision when we first began. We knew that Hispanics had a different view of educational issues and how to approach them, and we felt strongly that a vehicle was needed to put these views before decision-makers. That was the initial thrust of *The Outlook*.

Another important aspect of the journal has been its ability to highlight the accomplishments of Hispanic faculty, students, and administrators at colleges and universities across the nation. There is so much happening at both small and large institutions, community and four-year colleges, and universities. Innovative programs. Multicultural centers. Community outreach. And so much more.

I believe that *The Outlook* has accomplished a lot more than our original expectations, but we continue to set our sights higher towards even greater goals.

The birth and growth of this publication have not been easy. We have not been able to elicit support from some of the institutions that have given their support to similar specialty publications. However, enough colleges and universities have responded to allow us to carry on with a quality and well-respected journal of higher education. All of us at *The Hispanic Outlook in Higher Education* are very proud of the publication and what it means to the community we serve.

The Hispanic Outlook has been and continues to be a voice of reason in an environment that claims to be the proper one for this kind of discourse—the media. It provides an important avenue for Hispanics to air their views and salute their achievements.

As we look to the future, we are considering ideas such as an applicant and resume bank that would create a network of job opportunities for talented Hispanic administrators and faculty. In essence, we would generate a database and help match candidates with positions that would suit their credentials and experience.

One of the fundamental aspirations of *The Hispanic Outlook* is to help Hispanic students succeed in college. To this end, we also hope to create a scholarship fund to help more Hispanic students attend college. Granted, there are many organizations that promote higher education for Hispanics and offer scholarships, but there simply are not enough to meet the needs of so many deserving students.

What will be the future of Hispanics in higher education? I am optimistic that it is a strong one and that our numbers will continue to increase. But I believe it is critical that Hispanics band together and show their strength. Our voices need to be heard. We represent a rapidly growing percentage of the population, and we must have a say in what happens in our educational institutions.

I hope our readers have enjoyed the publication over the years and have found it successful in reporting on both critical issues, human interest stories, and exciting trends and innovations on our college campuses and beyond. We look forward to our next milestone and towards continued excellence in our journal.

Michigan Mandate   Sigma Lambda Upsilon   Florida Gulf Coast University   Student Success

JULY 5, 1996   **VOLUME 6 • NUMBER 23**

THE HISPANIC Outlook IN HIGHER EDUCATION

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Ability-to-Benefit Is Thrust of New Financial Aid Standards

by Ines Pinto Alicea

The U.S. Department of Education has toughened the rules for providing federal financial aid to students who wish to enter college but who don't have a high school degree or the equivalent, a move educators say will make it harder for these students to go to college.

Jeff Baker, the department's director of policy development for student financial assistance programs, said the regulations were tightened to simplify and standardize the process by which these students are offered aid. The measures were also adopted to protect students who really might not be prepared for the rigors of college from unscrupulous officials who might offer them a false sense of hope to boost the amount of aid the school receives.

"We don't want students wasting their money or taxpayer money on an education they can't benefit from," Baker said. "Some questions have been raised about whether this is the best approach. We don't think the regulations are too burdensome for the students. But if it's appropriate to make a change, we'll change it in a year or two. Right now, we think it's a good set of rules."

Linda Michalowski, coordinator of student financial assistance programs for the California community colleges, said she was very concerned about the tougher standards these students must meet to prove they have the "ability to benefit" from a college education.

"They are going to make it more difficult for colleges to educate students who come to them without a high school diploma," she said.

About 12,000 of the 1.2 million students enrolled in California's community colleges are these so-called ability-to-benefit students. Many of these students are limited English proficient; they hold low-wage jobs and are single parents and/or sole supporters of a family, she said.

"If they don't have financial aid, they don't succeed," Michalowski said. "A small crisis in their lives can become an insurmountable barrier. The answer for these students is more support so they can concentrate on being students and succeed."

Since 1990, the government has required ability-to-benefit students to pass an institutionally administered test before qualifying for federal aid. Under the new regulations, however, the department toughened its standards for deciding which tests may be used to prove that a student has the "ability to benefit" from higher education and hence deserves financial aid. The rules also raise the score that these students must achieve on the tests.

David Baime, director of government relations for the Washington-based American Association of Community Colleges, said the regulations undermine the authority of community colleges to make decisions about individuals who might benefit from an educational program.

"The federal government shouldn't be shutting the door," Baime said. "If state and local authorities allow these students to attend these colleges, then the federal government shouldn't be saying they aren't good enough and therefore we won't provide financial aid."

Ramon Dominguez, associate vice president for student services at El Paso Community College in El Paso, Texas, said that when the federal government started requiring testing of ability-to-benefit students in 1990, his school created what they call an intervention system for these students. The intervention program provides a support system to students without a degree who are interested in pursuing a college education even if they don't pass the ability-to-benefit test. Students are offered a guidance counselor from the college and tutors to better prepare them to pass the tests. The students are sometimes lead to adult education classes to strengthen their academic skills so they can pass the test and get financial aid, he said.

"We try to find appropriate assistance so they come back to us," Dominguez said. "We don't want to turn them away without some option."

But Baker said the regulations do provide the states with some leeway to help their students meet the ability-to-benefit standards. The rules create a new method by which states can show that they are successfully educating such students and that the students the colleges admit deserve aid. This method allows colleges to drop the test requirement if their state has developed an alternative way to assess a student's ability to benefit from college.

To win approval for this alternative method from the Education Department, states must prove that students enrolled under this method have succeeded at 95 percent of the rate of its high school graduates. The regulations say that students are successful at the end of a term if they have graduated, re-enrolled for the next term, or transferred to another college. Community college officials say that the new rules require a greater rate of success than is feasible.

"That's an unreasonably high standard," Baime said. "When these students enter community college, they probably won't perform academically as well as high school graduates do, but they will benefit from the training our schools provide."

Until 1990, students without high school diplomas did not have to take any special examinations to apply for federal aid. That year, however, the Education Department and lawmakers in Congress began to require examinations amid reports that trade schools were abusing the lax requirements and admitting and offering financial aid to students who were ill-prepared for the rigors of the programs. Department officials believed some schools were keeping the federal financial aid for themselves, an allegation trade school officials have denied.

Education Department officials then decided this year to further tighten the requirements to assure that colleges used exams that were rigorous enough to determine which students would actually succeed. They expressed concern that colleges were admitting and seeking aid for students who were likely to drop out from the colleges. The new regulations contain the following requirements:

* schools must use standardized tests or tests that win the Education Department's approval;
* schools must test students for general verbal and quantitative skills rather than test solely for vocation-specific skills, a method that was widely used prior to the new regulations; and
* ability-to-benefit students must achieve a score comparable to that which all high school graduates would have been expected to achieve in the past three years. Previously, they had to achieve a score equal to the average of all students—including ability-to-benefit students—who had taken the test.

The Michigan Mandate:

Creating a Multicultural University

by Gary M. Stern

Rocked by the black protest movement in the 1960s and early 1970s, the University of Michigan has had a history of stormy race relations. Into the 1980s, it was known as a university where African Americans were tolerated but not welcomed, where few minority professors were hired, and where Hispanic students barely numbered its representative 2 percent of the Michigan population.

When James J. Duderstadt, the University of Michigan's dean of engineering, became president in 1987, he introduced the Michigan Mandate, a wide-scale program designed to create a truly multicultural university. Approved by the Michigan Board of Regents, the mandate provided incentives and scholarships to increase minority enrollment and to augment the number of minority faculty—without setting quotas.

How did the president of a major state university—who will be leaving his presidency in June and returning to the engineering faculty—influence the school to become more multicultural? After nearly a decade, how successful has the University of Michigan been in creating a diverse university?

In creating the Michigan Mandate, Duderstadt used his presidential influence both as a moral force in the university and as overseer of the university budget to forge a more multicultural university. "Universities," he told *The Hispanic Outlook on Higher Education,* "are persuaded by intellectual arguments." He espoused a vision of a multicultural university, suggesting that "You cannot be a great university if you don't reflect the people whom you serve. Diversity and pluralism are essential for excellence." Indeed, when the California Board of Regents disavowed its affirmative action program in 1995, Duderstadt convinced the Michigan Board of Regents to reaffirm and strengthen its commitment to diversity.

The Michigan Mandate, said Duderstadt, "has been much more successful than we thought." He cited the university's 25 percent minority population, and for the first time, its incoming 30 percent minority first-year-student class of 1996.

"We've doubled the number of minority students and faculty of color, particularly in underrepresented minorities," he said. By contrast, in 1987, only 12 percent of its student body consisted of minorities: African Americans, 5 percent; Asians, 5 percent; and Hispanics, 2 percent. Of all minority students who enroll, nearly 70 percent graduate from the school—an impressive number. The university now more closely resembles the diverse population of Michigan and the United States.

The next phase, said Duderstadt, is "getting people to regard diversity as a strength rather than to use differences to stimulate tension."

But a closer look at the statistics reveals that while the University of Michigan has made enormous progress toward creating multicultural diversity, it could be doing better, particularly with Hispanics. Though Duderstadt is correct in stating that the minority student population doubled in the decade, of that number, Asians constitute 12 percent, African Americans 8 percent, and Hispanics 5 percent. Asked about those statistics, Duderstadt replied that Asians are a growing minority at many state schools.

"The Latino representation is twice that of the state of Michigan," he said.

"We've been progressive in recruiting Hispanics nationwide. We call on our

"The more diverse you become, the stronger an institution you become."

James J. Duderstadt,
president,
University of Michigan

southwest and west coast alumni to make a special effort to help us recruit Hispanics," said Duderstadt. Increasing financial aid to Hispanic students has been another effective technique. Is 5 percent, still about half of the percentage of Latinos in the U.S., acceptable? Since African Americans number 14 percent in Michigan, he acknowledged that "there we have a challenge."

Recruiting was the key for the University of Michigan to expanding its minority population. When he was dean of engineering, Duderstadt said that the department was concerned about the dearth of minority engineers. To encourage them, the department worked with middle schools and high schools to create science and math programs to inspire future engineers. He has used that approach of reaching minority students as early as middle school. The University of Michigan has been in the forefront of granting financial aid to minority students, overcoming one of the major obstacles faced in attending and graduating from college.

For example, scholarships include the McCree Incentive Scholarship Program—which reaches promising minority students in high school, presenting 25 scholarships each year to talented minority students from Detroit—and 75 incentive scholarships for the King/Chavez/Parks program. The university also brings hundreds of minority students onto the college campus to familiarize them with college life and to create a more welcoming, not forbidding, message. Lester Monts, vice provost for academic and multicultural affairs at the University of Michigan, said that "We have financial aid packages for students of color so they don't have to worry about finances and can concentrate on studies, a key to having minority students succeed on campus."

While faculty committees at universities make their own tenure decisions, Duderstadt took an activist's role in encouraging the hiring of more minority faculty. Salary levels for department chairpersons were greatly influenced—some would say determined—by their ability to recruit talented minority faculty and grant them tenure. Moreover, the university created a "Target of Opportunity" program through which it increased a department's funds when it hired more minority faculty. Duderstadt acknowledged that the university was "willing to tolerate some redundancy in order to increase the minority faculty." He described the university's approach as "both a carrot and a stick."

Lester Monts,
vice provost for academic and multicultural affairs at the University of Michigan

Jackie McClain,
executive director of human resources and affirmative action at the University of Michigan

Aggressive departments that recruited minority faculty saw their budgets increase because the university allocated additional funds to hire minority candidates while departments that resisted found their budgets cut. The president's actions conveyed the message that if you "Sit on your hands and you'll see your budget reallocated."

From 1987-1994, African-American tenured faculty rose from 80 to 125 faculty, Latinos from 20 to 55 faculty, and Asians from 130 to 180 members. Lester Monts described the president's message about forging a multicultural university as "pervasive on the campus. The president expected everyone to be involved." The mandate affected every aspect of the campus—the composition of the student body, its recruiting, the university's curriculum, the hiring of staff, and the allocation of funds. By imbuing the university with a philosophy that diversifying its staff and faculty would strengthen the university, every facet of the college was affected.

In order to create a more diverse university, Duderstadt noted that "We have been convinced that promoting cultural issues is best achieved by the curriculum itself." The university challenged and encouraged faculty to formulate curriculum that incorporates more multicultural figures and thinking. The business school, for example, established multicultural teams to work together in various projects in a variety of courses to create more interaction between whites and minority students to break down the chasm that normally exists.

Monts also pointed to the Center for Research on Learning and Teaching, funded to infuse diversity in the curriculum. He explained that the center does not "tell professors what to teach, but we can show them how to teach diversity better." In Monts' field of music, for example, he noted that most traditional curriculums teach Beethoven, Brahms, and Bach, but Carlos Chavez's "Symposia India" has now entered one music course. Its resource center supplies background material on diversity in many disciplines to help professors interested in broadening their curriculum.

Jackie McClain, executive director of human resources and affirmative action, noted that the university has made a concerted effort to reach out to minority candidates for jobs without establishing a quota. Though there is only a small turnover in positions each year, the university has targeted minority publications to attract minority candidates.

"The important message," said McClain, "is that this is a community where they will be valued."

The University of Michigan has done networking at various churches to get the word out that minority candidates are welcome. Yet, while the numbers indicate success, that increase is only incremental. McClain admitted that "We've made

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"We need staff members who will be reflective of the faces we find in our community—that's the message not only for student services but throughout the matrix of the entire college academic environment."

Dr. Gregory Sawyer, dean of student services, Florida Gulf Coast University

"We can do this with paychecks and with purchasing dollars that the university spends in the community. And also there is the whole idea of attracting different industry, clean industry, and more technical operations, helping to turn the regional focus away from fast-food, minimum-wage operations.

"People are looking to move here, and we will help them do that. Major companies don't want to establish themselves in an area that doesn't have a university."

Steven Belcher has served as the school's director of human resources since September of 1994. He is responsible for the planning, development, and administration of the personnel-related functions of the university. This includes appointments and contract processing, classification and employment, benefits, wage and salary administration, and employee relations.

"It has been a great experience, certainly from the standpoint of beginning with zero staff," Belcher said. "We have been recruiting and hiring the founding support staff and faculty of the university. One of the premier concerns that we have is to try to insure that we have diversity in our workforce. As a matter of policy, we are recruiting all of our faculty positions nationally, trying to target minority publications and doing individual mailing to minority associations. We believe this will help attract a diverse population to our university and to this area of Southwest Florida."

Belcher notes that last February FGCU broke new ground in faculty recruitment by creating a "data bank" for people interested in faculty positions that are anticipated to open between 1996 and 1998.

"It's a method of tracking applicants until an open position is announced," says Belcher. "For people who respond and meet our criteria, we now have a place to put them. The applications will be held until there is a position to be filled. Everyone in that discipline automatically will be put into that pool.

"At other universities, the focus is usually more on trying to target areas where the affirmative action plans show underutilization. In essence, we have underutilization in every area. We are trying to build to a point that when we begin to do the traditional kinds of studies, we'll have a good cross section and not have areas that don't reflect diversity."

Dr. Gregory Sawyer, dean of student services, is one of eight deans reporting to Richter. He is directly responsible for university operations such as admissions and records, the registrar's office, and financial aid, as well as a host of student-related activities, including multicultural awareness, career planning and development, and international programs. He agrees that this is an exciting time for him, suggesting that a look at what has gone before in other colleges and universities provides some direction for what is now being done at Florida Gulf Coast University.

"We need to be mindful of the history of minority issues so we can build on what works and not be doomed to repeat what didn't work. Starting out requires a great deal of thought and reflection. I was a dean for ten years prior to coming to Florida Gulf Coast, and director for intercultural services before that. Part of what I was able to see was a broad scope and perspective of minority issues, and we are putting that into action.

"Within my staff of twelve people, five are Hispanics. They were hired based on their ability to be an integral part of what we are trying to accomplish here. It is very exciting to be able to build staff, as well as build policy into a system from the ground up—because you really do have the opportunity to get it right, hopefully, the first time out.

"The point is, we need staff members who will be reflective of the faces we find in our community—that's the message not only for student services but throughout the matrix of the entire college academic environment."

Sigma Lambda Upsilon

A Fledgling Sorority Gains Ground

by Joyce Luhrs

With a network of more than 100 women, Sigma Lambda Upsilon strives to be a voice for Latinas in the United States. As one of only two Greek letter Latina sororities in the country, Sigma Lambda Upsilon/Señoritas Latinas Unidas Sorority, Inc., has achieved much with 11 chapters up and running along the East coast. Started in 1987 at the State University of New York at Binghamton, the sorority was founded by four women who felt a need for an organization where Latinas could come together to educate themselves, share ideas, and get involved in their communities.

Co-founder Cynthia Santiago-Guzman, notes that she and other founders—Adriana Zamora, Carmen Garcia, and Carol Torres—were all first-year students at the time they pioneered the organization at SUNY-Binghamton.

"When I started at Binghamton, there was a Latino fraternity, Lambda Upsilon Lambda, which was co-ed because there weren't many Hispanic men and women on the campus," said Santiago-Guzman. "There were only two women members. That chapter wanted to become national and become a fraternity only. We pledged to that fraternity while we simultaneously developed documents needed to create a sorority."

Once the sorority was accepted by the student association on campus, they were in business. Santiago-Guzman believes that starting a sorority during the first year of college was an advantage, despite some obstacles.

"With such an early start, we had several years to develop the organization. We were able to overcome some of the obstacles that arise when you're learning the sorority system, navigating the university system, and keeping up with your studies."

Sigma Lambda Upsilon's goals are to develop sisterhood, academic achievement, cultural awareness, leadership, and community service among members of the larger community. Without funds from the university, the members still demonstrate their commitment to these goals through their interaction with other hermanas (as they call each other). They take on leadership roles as an Executive Body, speak at forums and conferences, and participate in the community service program of the organization.

Raquel Martinez, president of the Alpha Chapter at SUNY-Binghamton, explains that the sorority seeks out dedicated undergraduate and graduate women who have a record of accomplishing their goals. Members identify themselves as hermanas (sisters) with membership open to all women who share the organization's philosophy and objectives. This creates a bridge between all women who are committed to the advancement of Latinos. Today, there are 150 hermanas nationwide.

Pledges to the sorority go through a rigorous process. With the sorority's emphasis on academics, applicants are placed on social probation and are not allowed to attend parties. They learn about the history of the organization and even wear uniforms. Prospective members are interviewed about their personal goals, why they want to join, how they will benefit from joining, and their belief in the common goals about growing through community involvement.

"Nuestra Noche" Second Annual Banquet at Binghamtom University

The academic rigors of the organization have not gone unnoticed. In 1993, the Alpha Chapter was recognized for its academic achievement with the highest grade point average of all the other organizations on the Binghamton campus. That same year, the national board of the sorority honored the chapter with the Cacique award, which is given in recognition of academic excellence.

Martinez points out that Latino fraternities and Latina sororities tend to be smaller in size than others because they have only recently been formed. She believes that with the growth of the Latino population in this country, sororities like Sigma Lambda Upsilon will help unite Latinas.

Although they are small in numbers, hermanas are actively involved in the community. Service is an integral part of a member's activities with the organization. According to Santiago-Guzman, the goal of the community service project is to help people in the Binghamton area and to gain knowledge for the members.

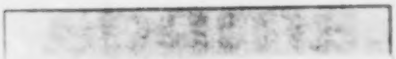
"Our members stress the importance of the hands-on work they perform in the community. We promote service by doing something with the community, and we benefit from our participation. It is always a give and take."

Working with women and children in a domestic violence center in Binghamton was one of the community service projects Santiago-Guzman and others worked on. Members cleaned and painted rooms in a battered women's shelter and brought toys for the children. The sorority sisters received a great deal of satisfaction and learned from the project.

"It wasn't just something we were doing on a Saturday. We saw what these women were going through by meeting and talking with some of them and their children," said Santiago-Guzman.

For Rosanne Santos, joining Sigma Lambda Upsilon also meant getting more involved in the community.

"I did a lot more community service," Santos said. "That was one of the main changes in my activities. I really got into it. I guess I just needed that extra push to get involved."



"I had looked at Black sororities and traditional white sororities. None of them actually addressed what I needed as a Latin woman."

Rosanne Santos, graduate student, SUNY-Albany

Children's International, the March of Dimes, and the Urban League are among the community organizations that have benefitted from the sorority's work. The sorority also sponsors cultural activities celebrating Latino music and dance, Women's History Month, and Hispanic Heritage Month.

For Raquel Martinez, personal growth has been a major outcome of her sorority membership. She believes that she's learned to see life beyond her accounting major.

"As a business major, I tend to look at things in a business way. Because the sorority is very active and we are dealing with so many different kinds of people, I have really learned about sisterhood. We share things together, and I have learned from what we give to other people. We're always looking to help others, and that alone gives me much satisfaction."

Although Santos was involved with several Latino organizations at her alma mater, Syracuse University, she felt more attention needed to be given to the concerns of Latinas.

"The other organizations addressed political concerns and Latino issues in general," Santos said. "But I felt that I needed something that focused on women and brought women together as a group."

Santos didn't feel that other organizations lived up to the standards that Sigma Lambda Upsilon set for itself.

"I had looked at Black sororities and traditional white sororities. None of them actually addressed what I needed as a Latin woman." She cited her need to be involved with an organization that understood the Latin foods she eats, the kind of family and cultural background she comes from, and the Spanish language.

"There were bits and pieces that I missed from home that I wanted at school, and I found them with my sisters in the sorority."

After investigating a few sororities, Santos and five other women discovered Sigma Lambda Upsilon at Binghamton and co-founded the Eta Chapter at Syracuse University in the spring of 1992. While pursuing graduate studies in history at the State University of New York at Albany and working full time, she remains active in the sorority, serving as senior vice president on the board of directors.

Individual members cite several benefits of joining the organization. Santiago-Guzman considers all the people she met through the organization a big plus. She finds it very rewarding to see the hermanas graduate and go on with their lives in so many different areas.

"All the women I have met contribute to a very positive experience. Because we're so small, it's important to know all the women in the sorority. They are all very intelligent, have goals and aspirations, and are committed to service in the community. Being a part of the sorority has made a huge difference in their lives."

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STUDENT SUCCESS

Engineering a Unique Degree

Until her senior year in high school, Anali Garcia of La Paloma, Texas, had never even considered being an engineer. This May, the 23-year-old daughter of former migrant workers became the first woman in the state of Texas ever to earn a bachelor's degree in manufacturing engineering.

Garcia received her degree during the 1996 commencement at the University of Texas-Pan American.

"When I was growing up, I always wanted to be a pharmacist or maybe a veterinarian," Garcia said. "It wasn't until I was a senior in high school that I decided I wanted to be an engineer. Until then, I never even knew it was an option."

Garcia credits Dr. Edwin LeMaster, chair of the University of Texas-Pan American engineering department, with guiding her toward the profession.

"Dr. LeMaster came to my high school and gave a very convincing presentation. In fact, he convinced me and several of my fellow classmates to pursue engineering."

Garcia said that she was particularly attracted to the challenges of engineering because it was a male-dominated field. "I was told there were many opportunities for a Hispanic female," she recalled. "That really grabbed my attention. I would be able to make a difference."

After spending a year living at home and taking some basic courses at The University of Texas at Brownsville, the 1991 San Benito (Tex.) High School graduate transferred into engineering at UT-Pan American.

"I had an engineering department scholarship, and if it hadn't been for that, I don't think I could have finished my education, or at least it would have had to be postponed. I come from a very poor family. My parents were migrant workers for about 25 years, and I was a migrant until I was six or seven years old.

"When I was about ready to graduate from high school, I remember my father saying, 'I really want you to go to college. It's my dream for you to go to college, but I can't send you. It's up to you. You're going to have to find a way,'" Garcia remembers. "So that's when I started studying harder, and I graduated among the top ten in my high school class. I knew that if my class rank was high enough, I would be able to get some kind of scholarship, and somehow I was going to get through college."

Garcia remembers how difficult it was when she first enrolled in the engineering program at UT-Pan American.

"In the beginning, it's really easy to want to quit," she said. "You think to yourself, 'I could easily go into education or some other field where I wouldn't have as much trouble or have to spend as much time.' But then you stop and discover that it's really worth it! Being an engineer is quite an accomplishment."

Garcia found the engineering classes to be exciting and challenging and an enormous amount of work. She would go without sleep at times to study, and even when she would fall asleep, she would often find herself still thinking about her classes.

When it was time to select a specialty, Garcia opted for the relatively new field of manufacturing engineering over mechanical and electrical because UT-Pan American was the only

Anali Garcia, the first woman in the state of Texas ever to earn a bachelor's degree in manufacturing engineering institution in her state that offered the program and she thought it was a unique opportunity. Part of her decision was based on her interest in working with people more directly on the job.

"I enjoy working with people. I know that in manufacturing engineering, I won't be spending all of my time sitting behind a desk designing. Most of the time, I'll be out on the production floor working with the people—the line workers, the vendors, and the other engineers."

Garcia will have little time to savor the uniqueness of being the first female undergraduate to receive a manufacturing engineering degree in Texas. This summer, she begins work as a production supervisor with Intel in Chandler, Ariz.

"Intel is a wonderful company. I interned with them for two summers, and before I completed my last internship, they offered me a job. I really do appreciate what Intel has done for me, and when I get to Arizona, I want to try to get more of my fellow UT-Pan American engineers out there."

Garcia recognizes the difficulty of getting a foot in the door of large companies like Intel and hopes to lend a hand in helping her classmates find a way in. She says that she wants to give back to the university by coming back and recruiting as many students as she can. Although she's excited about her new job, she isn't looking forward to leaving her family behind.

"We've always been a very close family, but if you're not willing to relocate, your opportunities in engineering are going to be limited, and you're not going to grow professionally."

Garcia already has plans to pursue a master's degree in management at Arizona State University, which Intel will finance.

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The Michigan Mandate

great strides, but there's a long way to go. We're continually looking at what we can do to improve our numbers."

One expert who has studied and visited the University of Michigan, and who preferred anonymity, noted that the university targeted brighter students in minority areas. Because Michigan possesses a limited number of talented minorities, the school intensified its out-of-state recruiting.

"Recruiters are judged," he said, "by how many minorities they bring in." To increase the number of minority students, the university designated opportunity award scholarships and offered special financial aid. He also noted that racial separation on campus, particularly with first-year students and sophomores, is prevalent. Entering a residence hall or cafeteria, Blacks, Hispanics, whites, and Asians often congregate with their own ethnic classmates. By junior year, some of that separation subsides. Still, he gives Duderstadt high grades for promoting diversity in many ways.

What does it take to create a multicultural university? Duderstadt replied that "You have to start with commitment from the top. You have to empower people, change minds, and, in some cases, change people."

But he is convinced that increasing diversity has strengthened the university.

"We're servicing a far wider area of people. By any measure—the quality of our entering students, their performance in their program, and the achievement of our faculty—the University of Michigan is much better in 1996 than in 1986. The more diverse you become, the stronger an institution you become," said Duderstadt.

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Sigma Lambda Upsilon

Sorority sisters remain active in the organization even after graduating. An alumnae council operates in New York City with board meetings held once every three weeks. All the chapters of the sorority meet every year at a convention. In addition to professional development workshops, members continue their hands-on interests in the community and get involved in a service project for the weekend.

But Santos believes that more work needs to be done to keep alumnae involved.

"We want to mobilize the alumnae and continue to get them involved. We want to set up alumnae chapters in areas that have large numbers of former members. Likely spots for alumnae chapters include Texas, New York City, and New Jersey, where alumnae are concentrated."

What is the future of Sigma Lambda Upsilon? As president of the national board, Santiago-Guzman believes the organization can accomplish even more. "We're trying to focus on networking among ourselves," she said.

Santos adds that they have to work slowly.

"We want to do so much so quickly, and that is not always possible. We would like to expand nationwide, but because we are so small, we have to take baby steps."

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JULY 19, 1996

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THE HISPANIC Outlook IN HIGHER EDUCATION

CAPTURING THE OLYMPIC SPIRIT

A CLOSER LOOK AT THE GAMES, THE ATHLETES AND THE MEDIA

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Correction

A July 5 item in the People, Places, Publications section used a photo of Norma V. Cantu, assistant secretary for civil rights, U.S. Dept. of Education instead of a photo of Dr. Norma E. Cantu, professor of English at Texas A&M International University. The correct photo and an additional item about Dr. Cantu appear on page 14 in this issue.

Cover Photos: Jose Azel/AURORA

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Affirmative Action and the NCAA

by Ines Pinto Alicea

Recent affirmative action court rulings are affecting the admissions and scholarship policies of some colleges and universities nationwide, but recruitment for college athletics appears largely untouched.

"There doesn't seem to be any overt impact that we can see relating to recruitment of student athletes," said Daniel Guerrero, athletic director for the University of California at Irvine and a member of the Minority Opportunities and Interests Committee for the National Collegiate Athletic Association (NCAA) in Overland, Kan.

Rudy Davalos, director of athletics for the University of New Mexico in Albuquerque, agrees, saying that schools recruit student athletes for their athletic ability and not because of their race or ethnicity.

"Students are offered scholarships for how good they are," Davalos said.

Colleges and universities across the country are reviewing their admissions processes and scholarship programs because of two recent rulings. In one case, an appeals court ruled that the University of Texas Law School's admissions procedure was unconstitutional, and said that it could not discriminate against white applicants in favor of Blacks and Mexican Americans to make up for a "perceived racial imbalance." The school has asked the U.S. Supreme Court to review the case.

In a separate decision, the nation's highest court refused to hear a case on a race-based scholarship program at the University of Maryland, leaving intact an earlier ruling that had called the program unconstitutional and struck it down. The ruling affects those scholarships that are set aside exclusively for one race.

Lynn Hickey, senior associate athletic director at Texas A&M University in College Station, Texas, said that while recruiting for college athletics programs does not appear to be impacted by these rulings, she is concerned that the courts are sending a negative message to schools that could affect college athletics in other ways. She said the rulings could negatively impact diversity in the hiring of faculty and could undermine Title IX, the federal civil rights law that requires that female athletes have the same opportunities as male athletes.

"We have fought for a long time to get opportunities for girls and women," Hickey said. "These rulings could affect that."

Guerrero said that he hopes the rulings, however, will have a positive effect on increasing diversity in the profession of sports management. He said that he is one of only four Latino athletic directors belonging to the NCAA. The organization offers graduate scholarships and internships for minorities interested in entering the field, which he said are vital to encourage minority student athletes who had not had the opportunity to follow that career path.

"We need to have a voice out there," he said.

Guerrero, Hickey, and other educators who work with student athletes said that they do not foresee any future changes to their recruitment efforts due to the court rulings, largely because race and ethnicity never have been driving factors in recruiting athletes or in offering scholarships.

"We never take race into consideration," said Bill Morgan, a compliance officer of NCAA rules for the University of Arizona.

"There are no specific scholarships for minorities. We look for the best student athletes. It's all about how good they play, how good a student they are and how well they fit in at our campus."

The NCAA, whose membership includes more than 900 colleges and universities participating in NCAA sports, requires students to meet several criteria to be eligible for financial aid through athletic programs, including having a 2.5 grade point average on 13 core courses and a score of 820 on the Scholastic Aptitude Test, said Morgan.

Davalos said that the NCAA's minimum academic standards have been a source of controversy in the athletic community with some NCAA members arguing that the standards are too high and thus keep out a number of students, including talented minority student athletes.

College recruiters said that recruiting would be difficult if they were obligated to have certain numbers of racial or ethnic minorities on their teams. Minorities have historically excelled in certain sports like basketball, football, baseball, and track and field, but their presence in sports like swimming, volleyball, and golf has been limited, making it difficult to recruit talented minorities in those areas, said several recruiters.

"It would be hard to be competitive if we had to worry about how many ethnic minorities we had on a team," said Morgan, adding that the pool of talented athletes in each sport is already small and schools must compete to attract the student athletes to their campuses. "Coaches are evaluated on winning or losing. What race is involved is not thought of in the athletic world."

Hickey said colleges generally can't take 18-year-old students who have never been exposed to a sport and make them competitive in that activity. They must participate in the sport earlier in life to develop the skills needed to compete at the college level.

"The responsibility of the athletic department is to put the best teams together that they can," said Hickey, adding that college athletic programs tend to be very diverse overall because of so many talented minority student athletes.

Guerrero said the NCAA recognizes that colleges are unwilling to train a student for their competitive sports programs if the student isn't already talented in that sport. He said that in order to diversify the pool of talented athletes in those sports where their presence has been limited and in order to increase the opportunities for minority students in college athletics, the organization has created the NCAA Neighborhood Youth Sports Program to expose minorities to those sports.

"The road for many minorities to gaining access to college campuses and to graduating is through college athletic programs," he said.

Charles Whitcomb, chair of the NCAA Minority Opportunities and Interests Committee and chair of the department of recreation and leisure studies at San Jose State University, said that minority participation even in sports that are considered traditional sports for minorities, such as baseball, are not attracting as many students as in previous years.

"It costs a lot to play in little league," Whitcomb said.

But, Whitcomb said, it is important to reach students at a young age so they will be active in sports throughout their lives. Organizations like the NCAA and others, he said, are trying to erase financial and other impediments that are keeping youngsters from participating in sports.

Trent Dimas

An Olympic Role Model

by Joyce Luhrs

At age 25, Trent Dimas has achieved what many can only dream of—winning an Olympic gold medal at the Barcelona games in 1992. A long shot to win a medal, Dimas had never won a major international competition. He flew off the high bar, "stuck" the landing, and received a score of 9.875. He brought home the first gold medal awarded to an American gymnast, male or female, in a non-boycotted Olympics in 60 years.

A third generation American, Dimas' ancestors came from Spain. Dimas grew up in a close-knit, middle-class family of divorced parents in the Albuquerque and Santa Fe areas of New Mexico. He attributes his success to his mother, a homemaker, and his father, a masonry contractor, who gave him the opportunity to become a world-class gymnast.

"I couldn't have done it without their help. They encouraged me and never allowed me to quit even when I was down." Not surprisingly, Dimas says that his parents are his biggest fans, aside from the teenage girls.

Not wanting their children to be exposed to the secular views espoused in the public school system, Dimas' parents home schooled him and his brother through the sixth grade. Gymnastics was an extracurricular activity for the Dimas brothers, along with playing soccer and learning German. The idea of flying through the air appealed to him.

"I got into gymnastics at a downtown center in Albuquerque because I felt I could fly—like in the cartoons. I grew up with other kids, and we inspired each other in the gym through competition," Dimas said.

It was a long road for Dimas, who started training at age 6 at the Gold Cup Gymnastics in Albuquerque. Dimas' father often worked 14 hours a day to pay for both sons' gymnastics training and related expenses. On one occasion, when funds were limited, the elder Dimas negotiated with the coach that in exchange for getting Trent to a meet, he would build a trampoline pit for the gym.

After graduating from high school, Dimas attended the number-one-ranked gymnastics school in the country, the University of Nebraska. While still a freshman, he made All-American and All-State in gymnastics and led the team to the NCAA Championship in 1990. Although he received a full scholarship, Dimas realized that he couldn't do it all. He had to make a choice between devoting all of his energy to qualifying for the U.S. Olympic team or continuing with his education. He chose the Olympics, but he plans to complete his education in the future.

With almost 20 years of gymnastics under his belt, Dimas has competed nationally and internationally. Since 1986, he has won numerous gold, silver, and bronze placements in major competitions and has over 30 medals.

Working hard was Dimas' philosophy for getting onto the Barcelona team.

"Essentially, it meant that all my dreams had come true. When I started as a young boy, one dream was to win and get on the Olympic team. When I made the team, my dreams came true. Being the best athlete proves that hard work and dedication do pay off."

After the Barcelona games, Dimas was burned out and took time off from gymnastics for over two years. He traveled, participated in gymnastic tours, made appearances on behalf of Olympic sponsors, met celebrities, and did "fun" charity events.

These days, Dimas is training to qualify for the U.S. Olympic team that is headed to Atlanta. He trains more than six hours a day with coach John Curtin of Australia. Competition is stiff with only seven slots and one alternative position open on the men's gymnastics team.

Dimas has found sponsors to offset some of the expenses of his training. But it wasn't easy.

"On your way up, it's hard to get sponsors. They want proven athletes," Dimas said.

George Steinbrenner [owner of the New York Yankees professional baseball team] sponsored his training for a while, along with Souper Salad, a company that operates out of Texas, New Mexico, and Arizona. Once he qualified for the U.S. Olympic team that went to Barcelona, he received a small stipend and had his

> **"Being the best athlete proves that hard work and dedication do pay off."**
>
> **Trent Dimas,**
> **Olympic gold medal winner**

medical expenses covered. With new support from Premier Distributing, Sunwest Bank, and First Supermarkets, Dimas now focuses only on training for the Atlanta games.

Dimas explains that because gymnastics is a very specific sport, earning a living after the competitive career generally involves opening up a club, coaching, speaking, and doing sports commentary.

"Gymnastics is the type of sport where there aren't a lot of things you can do. You can't go and get a shoe deal or a basketball deal. Every child can pretty much afford to play basketball, but it's much more difficult and expensive with gymnastics. You have to make a niche for yourself."

With a short-lived window of opportunity in gymnastics, Dimas believes that a gymnast has to take advantage of the moment. Dimas has developed several niches for himself, including corporate motivational speaking, special appearances on behalf of Olympic sponsors, and traveling on gymnastics tours.

Dimas agrees that there are very few Hispanic gymnasts because of the expense, the limited number of training facilities around the country, and the long length of the road involved in training.

"It's not a sport where you see many minorities," Dimas said. "You need money to keep going and a great deal of support from family, friends, and sponsors. It takes significant time and dedication." Dimas notes that gymnastics is a "learned" sport that requires many years of training and several "steps" in order to be successful.

As a public figure, Dimas believes that he has a responsibility to be a role model for youngsters.

"In this day and age, there aren't that many role models," Dimas maintains. "Charles Barkley [a star player on the Phoenix Suns professional basketball team] was quoted a few years ago as saying that he wasn't a very good role model for kids, but when you are in the public eye, you do have the responsibility to set a good example for our youth today."

Dimas takes his public responsibility very seriously. He has contributed much to the community at large by volunteering in the National Hispanic Scholarship Fund's Ski Fest and in the educational activities of the New Mexico Alliance. He's also very active with his favorite charity, the Children's Hospice International.

Dimas emphasizes that his Christian faith has shaped what he is today.

"Much of what I do with the Olympics and for charity is because God has allowed me to do these things. He's put me in the position to help others. I know one thing for sure—without God, I wouldn't have a thing."

Dimas' goals are to qualify for the U.S. Olympic team and to compete well in Atlanta. For him, being part of the team is success enough.

"I think it is unrealistic to expect someone to earn another gold medal. For me to be part of the team and to be part of the success of the team is the most important aspect of my participation."

Focus on the Competion

by Amelia Duggan

When asked whether he considers himself to be an artist or a journalist, Jose Azel immediately replies, "most definitely a journalist." Drawn into photography by his interest in communication and its various forms, Azel has earned an international reputation as a photojournalist for his work on the Olympics and the outdoors. Frequently on assignment for *Time*, *National Geographic*, *Life* and *Smithsonian* magazines, Azel has had the opportunity to travel to more than 60 countries around the world.

"I am a journalist who just happens to be a photojournalist," Azel said. "Storytelling, not art, is my motive."

Azel's taste for adventure and interest in environmental problems have led him to locations as diverse the icy waters of Alaska and Antarctica, the game reserves of Kenya, and the jungles of Borneo. The subjects he has covered vary from sports to politics, although he specializes in broad geographic reporting.

"I am naturally curious, and photography places me in situations where I can learn about so many different things. I like to tell stories, and pictures are a wonderful way to do that."

Azel is partial to outdoor assignments because he can be an active participant while shooting the images. Involved in sports throughout his high school and college years, he enjoys rock climbing, biking, canoeing, and much more. Not much of a sports spectator, he likes the physical aspects of his work.

Azel's interest in photography began when he was a student at Cornell University. He was an English major but just started taking pictures as a hobby. He claims that he has no special passion for photography. He simply sees it as a tool for communication. After completing his master's degree in journalism from the University of Missouri, he was hired as a staff photographer for the *Miami Herald*, where he worked for three and a half years.

His early photojournalistic career concentrated on news stories at the *Herald*. He also began to cover the news for *Time*. After that, Azel began doing travel stories for *Smithsonian* and *Geo*. He believes that the diversity of his experience has made him a versatile and desirable photographer for a variety of clients.

"When I pitch new clients, I show them my portfolio, which represents the breadth of my work. I get to know the editors, and they become familiar with my work. We can then discuss the focus of the photo essay or assignment. We exchange ideas, which is helpful to the project."

Jose Azel was born in Cuba and emigrated to the United States in 1961. Growing up in New Jersey, he felt that he was always reminded that there were differences. He ate different foods at

> ***"I am naturally curious, and photography places me in situations where I can learn about so many things. I like to tell stories, and pictures are a wonderful way to do that."***
>
> **Jose Azel,**
> **photojournalist**

home. His parents spoke a different language. He recalls the "Jose Can You See" jokes from his childhood. But he believes that these experiences contributed to his personal sense of self.

"These feelings have contributed to my view of the world and my scope as a journalist," said Azel. "Americans can be very provincial in their views. My Hispanic background, coupled with the fact that I have been able to travel, has given me a more global view and is much healthier for the future. This is becoming a more common perspective today."

Azel's coverage of the Olympics has received international recognition. His sports stories for both the Amsterdam and Barcelona games were honored by the World Press Foundation. He also received the Marian Skubin Sports Award for coverage of the Seoul Summer Olympics in 1988. This year, Azel will be covering the 1996 Olympics in Atlanta for *Time Magazine*. He says it's a mixed bag in terms of the experience because there are so many layers of bureacracy and the games can be very political—both nationally and internationally. However, he strongly believes that there are moments that make the whole event worthwhile.

"There are times that can be so wonderful," Azel said. "As a journalist, it is exciting to be able to capture an exact moment of triumph of an athlete."

And capture the moment he does. Azel's photographs freeze fleeting moments of glory into lasting images that the world remembers. This is the job of the photojournalist—a job he does very well.

Unfortunately, Azel maintains, there are too many journalists covering the Olympics, which makes it difficult to get the unique story or angle. He believes that there should be some limits on the number of journalists who are credentialed to cover the events.

Although he enjoys the world of sports photography, Azel has also been concentrating on the technology of his profession. In 1993, Azel and Robert Caputo founded Aurora & Quanta Productions as a focused partnership between agency and photographers. Its core is made up of international photojournalists with vast quantities of material on one subject. Among its larger clients is *National Geographic Magazine*. As a photo agency, Aurora represents photographers and sells the licensing rights to their images.

Today, Azel is focusing his attention on what he calls "new media." He says this is different from multimedia—which combines still photography, video, and graphics—because the media are conceived specifically for the project. The material is created originally for the Web or CD-ROM. It is not merely a collection of existing images that are combined together.

Using Apple's Quicktime VR and Macromedia Director, Aurora creates small interactive photo stories for Macintosh or Windows computers. Rich photography, sounds, animation, and narratives from the photographer are linked through the panoramic environment of Quicktime Virtual Reality. Users spin around the 360 environment looking for objects of interest.

Aurora worked with Apple computer and Ark studio to promote Quicktime VR using Azel's story on Central Park (*National Geographic*, 1993). This project used over 60 pictures and several nodes of QTVR allowing the user to stroll through the park interacting with characters and experiencing events. More recently, Aurora produced a perspective of the '95 World Series for *Time* and programmed a Superbowl download for *Sports Illustrated*.

Jose Azel/AURORA

Azel believes that much of the new media represent storytelling on a different platform.

"We take sequences from the same picture or situation and move them around. It would be like a sailboat moving around the water in a natural sequence. It is somewhere between still photography and cinema."

Although travel is a significant part of his work, Azel currently limits himself to five months of travel per year. Residing in Maine with his wife and family, he has reduced his time on the road and has been very selective about his projects. There are many parts of the world that he has yet to visit, and he hopes to be sent on assignment to Australia or South Africa.

Keeping the Flame

Mynor Herrera Carries the Olympic Torch

by Michelle Adam

He pictured it like a movie in slow motion. A half a mile with one foot in front of the other, a smile permanently imprinted on his face as he waves to family, friends, and onlookers. He would make his brief moment of fame last as if he were holding up the sun setting over a magnificent horizon.

Mynor Herrera, a recent graduate of American University, was selected among a total of 5,500 runners nationwide to carry the Olympic torch across the continent. And, as he put it, he wants to "milk the glory of it." Herrera's portion of the run will be either Annapolis or Baltimore as part of the most culturally diverse 89-day trail across the United States.

As early as 10 years old, Herrera recalls wanting to compete in the Olympics. "I've always dreamed of going to the Olympics," Herrera said. And he expected it to come true. In high school, Herrera was a two-time All-American wrestler. Although he proved others wrong by playing basketball (despite his height) as well as other sports, Herrera knew wrestling would get him into college and possibly the Olympics.

But when Herrera's financial aid got cut off his sophomore year in college, he gave up wrestling and the possibility of ever competing in the Olympics.

"I would have to give up my dream. It was a matter of prioritizing," he said.

Herrera recognized that among his priorities, God, family, and school would come before sports. And, as he described, being forced to make a decision between his dreams and his life goals, Herrera received a new sense of direction. He couldn't possibly have known, however, that he would ultimately participate in the Olympics in a manner quite different from what he had imagined.

Herrera learned of the national search for community torchbearers while he was scanning the Internet. With help from a friend's nomination, he sent in an application cut out in the shape of a red flame and torch. A million applicants later, in mid-February, Herrera learned the good news.

"I was doing back flips!" he said. "I honestly thought at that time that I hadn't been selected."

It was a dream come true. Herrera wished either to carry the torch or achieve homecoming king at American University in February. Ironically, he received the news from the Atlanta Committee on Homecoming Day.

"It [the news] spread like wild fire," said Herrera. His friends had already heard the news of his participation in the Olympics before he had a chance to tell them. Within months, magazines, newspapers, radio shows, and Hispanic television stations were calling him and requesting interviews.

"I've never had this much media attention since high school," said Herrera, who recalled all the media attention and community support he received during wrestling finals.

"When I carry the torch, it is not just for Mynor Herrera, but it is for a whole race."

Mynor Herrera,
Olympic torchbearer

Letter from the Editor

Americans have a passion for sports. All kinds of sports. And, in many ways, sports are the great equalizer. Issues of race and ethnicity, and even gender, often melt away when rooting for the home team or the local hero.

As the Summer Olympics approach, the entire United States becomes the home team. We will cheer all of our athletes, no matter where they were born or what language they speak. Suddenly, as if by magic, they will all be full-blooded Americans, and we will take pride as they capture the medals for our country. We will be bursting with patriotism each time we watch our flag raised at the presentation of medals.

The diversity of our team will be its most important asset. The spirit of fellowship and cooperation as well as competition will be what breathes life into the Olympic flame. Why can't this feeling of kinship permeate other aspects of our lives?

The Olympic flag itself suggests the importance of the harmony of colors and provides a goal for us to aspire to in our social relations.

In this issue of *Hispanic Outlook*, we have had the opportunity to interview several individuals who embody the spirit of the Olympic competition—determination, drive, and faith in their abilities. In addition, we have taken a look through the lens of a photojournalist who captures the images that captivate our hearts in the world of sports. We have also focused on some human interest aspects of athletic competition and some individual achievements of college athletes. We hope you will enjoy it.

Let the games begin!

Amelia Duggan

Amelia Duggan
Editor

Although Herrera was basking in the temporary glory, he recognized that in carrying the torch he was representing his entire race and community. He is one of only five other Latinos selected among the 106 torchbearers in his region.

"When I carry the torch, it is not just for Mynor Herrera, but it is for a whole race," he said.

Herrera was raised by first generation Guatemalan parents in a lower-middle-class community outside Washington, D.C. His parents came to this country in the 1970s in search of a better life and worked hard to put him and his sister through private Catholic schools. Herrera sees himself as living out the successes that his parents came here to find. He chastises others his age who have joined gangs in rebellion, causing injustice to their parents' struggles.

"For my whole life, I felt like I was carrying my whole race. Whenever I succeeded, I wasn't just doing it for myself but for my entire race." Herrera was always aware of his difference as a Latino growing up in a predominantly white and African-American community.

"There was so much discrimination. It was a part of my life because I was Latino, I was poor, and I was little."

Because of his differences, Herrera worked hard to prove other people's judgments wrong. He played various sports throughout junior high and high school, like basketball, football, and cross-country. And although he was told that he couldn't be an athlete, he became the most viable and most improved player in these sports. Later, Herrera joined the wrestling team and became a two-time All-American. He won the nationals and was one of only two individuals from his neighborhood to graduate from high school.

As a student at American University, he was chief organizer for AU's annual Red Cross Run for two consecutive years. Herrera also became a resident assistant and counseled students through difficult times. Furthermore, he founded a student-run public relations firm, Eagle Communications, to conduct pro-bono public relations and marketing for charitable clients like the Red Cross, the National Arthritis Foundation, and the Virginia Special Olympics.

Although Herrera felt a need to prove others wrong through overcoming obstacles, eventually the motivation to succeed came from within.

"Everyone has their obstacles to overcome. Those who succeed are the ones who see problems as opportunities."

When Herrera goes back home, he visits local kids to inspire them.

"A lot of kids in the neighborhood look up to me," Herrera said. He represents the community hero, and carrying the torch for the Olympics is an opportunity for his family and friends to be proud. "I'd like to be able to say, 'Here's a Latino, someone who has succeeded.'" Herrera imagined the faces of friends and family seeing a part of themselves running. He pictured himself smiling, winking, waving, and trying to hold onto the moment for as long as he knew how.

Carrying the Olympic torch is for Herrera his greatest achievement to date. And although he will not be competing in the Olympics, he hopes that the next generation in his family will move a step closer to that dream.

Sports Roundup

Senior Olympians Jump, Dribble, Joke to Stay Fit, Young at Heart

Reprinted with permission from Ed Cetera, *The Maricopa (Ariz.) Community College District*

Tony Chavez, Mesa Community College counselor, jokes that preparing for the National Senior Olympics in track and field "has taught me many things about how to deplete my oxygen."

Dan Martinez, program advisor, South Mountain Community College, says he and his Senior Olympics basketball pals "refuse to grow old" and have discovered that "being physically fit is a wonderful by-product of participation."

GateWay Community College Dean of Instruction Andy Bernal has been involved with Senior Olympics for one season and has found that it's "a good way to stay active and try to get back into some form of being physically fit."

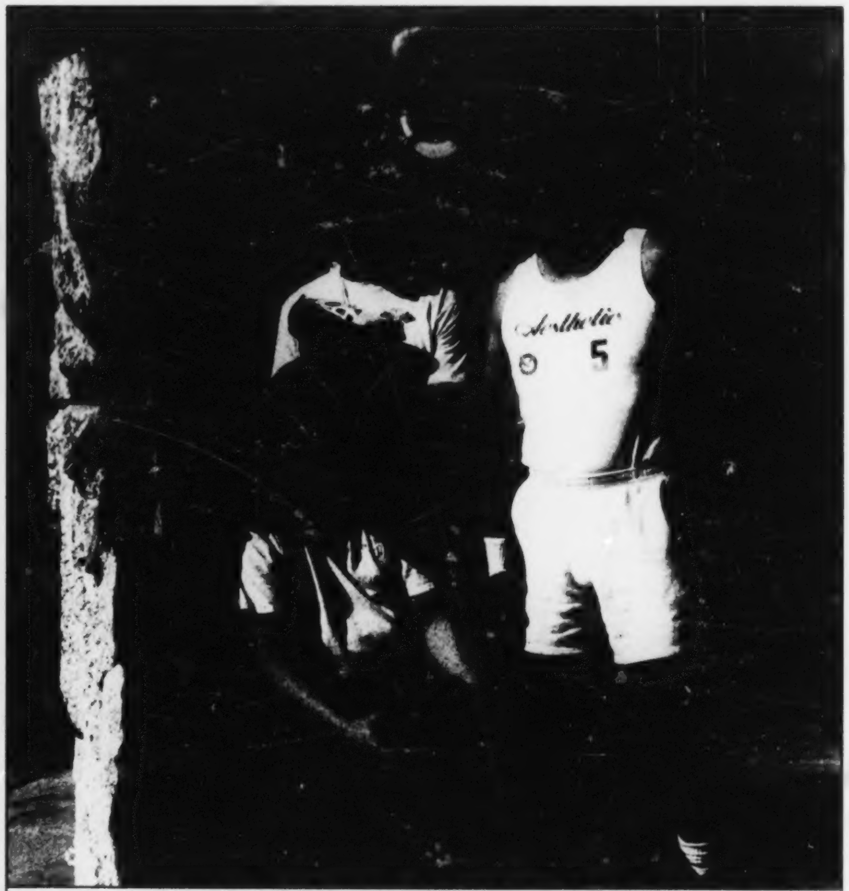
And Ricardo Provencio, counselor at South Mountain, notes, "We laugh sometimes that it's getting harder to run up and down the court, but we do it anyway." He is only 48 and not yet eligible for Senior Olympics, but nonetheless plays basketball with Chavez, Martinez, and Bernal—and dozens of other members of the Arizona Hispanic Basketball Players ("It's better known as the '*Viejos*'—the 'old guys,'" he says).

Another Olympic-bound basketball player, Craig Shumway, is an adjunct sociology teacher at Mesa Community College and works full time as a Headstart administrator for Maricopa County. Also on the team is Don Van Driel, an employee of the U.S. Forest Service who this year has placed MCC students in volunteer projects to recover desert areas from overuse.

These senior athletes of the Maricopa Community College District might dunk some "aging jokes" now and again, but they're really plenty proud of their accomplishments. With good reason. The age 50-to-54 basketball team (playing three-on-three) that includes Martinez and Bernal won second place in recent state finals and thus qualified to represent Arizona in the U.S. Senior Olympics in Tucson.

This spring, Tony Chavez qualified in the 55-to-59 age group to sprint and long jump at the Senior Olympics in Tucson. He placed second in the 100-meter, third in the 200-meter, and third in long jump, and he also qualified in the 400-meter run.

"What we enjoy most is the camaraderie. We also urge each other on," Martinez notes. Adds Chavez: "The fellowship and excitement that embrace this 'graying' competition I have found to be



Enjoying some camaraderie at Mesa Community College (MCC) where they have been practicing for the summer Senior Olympics are (clockwise from left) **Andy Bernal**, Gateway Community College; **Tony Chavez**, MCC; **Joe Gonzales**, a local barber and teammate; and **Don Martinez**, South Mountain Community College. The basketball players and track enthusiasts urge each other onward—even when it hurts.

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sublime—new friends from Eloy to Australia, Chandler to Texas and Canada."

The athletes emphasize that the 3-on-3 Olympic basketball teams, which include players from as far as Tucson, are multicultural. "All of our scrimmages are multicultural, too," says Chavez. "In the Maricopa Colleges, we enjoy cultural diversity at work and at play."

Always, this MCC counselor remains jovial. "This is my first year participating in [Senior Olympic] track and field events since 1958 at Douglas High School, and I haven't passed out once in five meets."

Chavez assures [skeptics] that Jude Thadeus, the patron saint "of all things impossible," would no longer recognize the Tony Chavez he once had to "tough love" through the University of Arizona. "I have tended to my racing and leaping with second-chance tenacity."

When South Mountain Community College's Dan Martinez turned 50 last October, he immediately became involved in basketball plus track and field.

"It's heartwarming to know there are so many senior adults who not only refuse to grow old but who often are in extremely good physical condition, who enjoy the competition and are good role models for so-called couch potatoes out there.

"Tony Chavez has experienced a new lease on life because of his involvement in Senior Olympics and has been instrumental in getting many of the rest of us involved," says Martinez. Still, Chavez is occasionally surprised at his own involvement, and, apparently, so are a few others.

Upon examining some medals and ribbons on the walls at his home, Chavez's worried mother exclaimed, "Mijo, you are running and jumping track? Do people at work know you are doing these things? Have you fainted?"

Rivera Named Basketball All-Star

Emma Rivera, a member of the City College of New York (CCNY) women's basketball team, was recently named a 1995-96 ECAC/Holiday Inn Metro New York/New Jersey second-team All-Star, as voted by the region's coaches and sports information directors.

A 5'4" point guard originally from the Dominican Republic, Rivera, 20, averaged more than 18 points per game and was the national Division III leader for steals with 178.

A computer science major, Rivera was named the 1995-96 City University of New York Athletic Conference (CUNYAC) Most Valuable Player. She became the first woman to twice win the CUNYAC Tournament MVP award after leading CCNY to its third straight tournament title and first-ever Division III NCAA bid.

When asked about her average of just over eight steals per game, Rivera replied, "I think the reason I'm able to get so many steals is because I wait for the player I'm defending to make her move before I make mine."

An exciting all-around player who started playing basketball at neighborhood clubs in the Dominican Republic when she was 10, Rivera was last season's CUNYAC co-Rookie of the Year, when she averaged 22.5 points per game—a CCNY women's record. She also collected 131 steals last year and helped lead her team to a 9-1 CUNYAC mark.

Rio Hondo Athlete of the Year

Rio Hondo College has named Mirabel Vargas, captain of the volleyball team, as Female Athlete of the Year. Currently a sophomore, Vargas was selected for all-conference first team and was sixth in the state of California in service aces and eleventh in the state in assists. Vargas is being pursued by Division I Hampton University for a full scholarship.

Hispanic Journalists Rev. Alfonso A. Roman Affirmative Action Programs

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THE HISPANIC Outlook IN HIGHER EDUCATION

Penn State Multicultural Center

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Controversy Swirls Around the Advisory Commission on Educational Excellence for Hispanic Americans

by Ines Pinto Alicea

President Clinton's Advisory Commission on Educational Excellence for Hispanic Americans is embroiled once again in controversy; its chairman resigned in frustration and anger over the fact that the commission was not being taken seriously enough, leaving the commission on the defensive.

In his resignation letter to President Clinton, Raul Yzaguirre, president of the National Council of La Raza, said he was quitting because of the commission's inability to rise above the bureaucratic morass and partisan politics to deliver a timely, substantive, and independent report to the president.

"Election year dynamics have made it virtually impossible to deal with these issues in any objective, apolitical fashion," Yzaguirre said.

The 24 other members of the commission and Alfred Ramirez, the executive director who serves the commission, are not taking Yzaguirre's comments lightly, issuing a six-page response.

"He himself was a political appointee," Ramirez said in an interview with *The Outlook*. "He serves at the pleasure of the president. There has never been any pressure from up high to contain the words of the report or of the commission."

Yzaguirre has served as chair since the inception of the commission in February 1994. The commission was designed to improve federal responsiveness to the educational needs of Hispanic Americans. Its research priorities are Hispanic dropouts, Hispanic teachers and other employment in education, Hispanic progress toward voluntary national goals established by the Clinton administration, access and barriers to higher education, school finance reform and equity, testing and tracking, and bilingual education.

Yzaguirre's letter to the president provided detailed explanations for his decision to resign. He was critical that the commission was assigned only one support staff person and an executive director, whom he said the commissioners played no role in choosing and who was selected based on "political rather than professional public educational policy expertise."

Ramirez, a Clinton appointee, brushes off the criticism as part of the job, but he defends his work, citing the group's accomplishments, including establishing a national database of Hispanic Serving Institutions, developing a comprehensive inventory of how Hispanics are served in educational programs offered by the federal government, creating an overview of Hispanic demographics and educational status, convening expert panels and holding public hearings on education issues affecting Latinos, and nearing completion of the group's first report.

Yzaguirre partially blamed the structure of the commission, which he said is "inherently and deeply flawed" and was "doomed to failure from the very start by a lack of independence, inadequate funding, and inability to navigate the bureaucratic morass to obtain the needed data and information from all the necessary agencies."

"I am very distressed that apparently there is little or no fear of the consequences of noncompliance by either political appointees or career staff within the bureaucracy," Yzaguirre said in his letter to the president.

Ramirez's take on the issue is that 31 federal agencies (99 percent of the agencies queried by the commission) responded "with cooperation that was unprecedented" and provided information on how many Latinos participated in different federal education programs and how much money was allocated to serve each Latino. He admits, however, that most of the agencies failed to respond to another commission request to provide agency plans for better serving Latinos. Ramirez said that he is confident the group will get the information with the help of a presidential letter requesting cooperation from each of the agencies.

In his resignation, Yzaguirre also expressed concern about the makeup of the commission, which he said "appears to be based more on political considerations than on public policy expertise and experience."

"These people are anything but anybody's pawn," said Ramirez. "The commission members were selected from a pool of highly qualified educators and community and business leaders. They are very dedicated and hardworking individuals."

Lastly, Yzaguirre cited deep personal frustration at the commission's failure to deliver a report to the president two years after its creation. The report was not expected to be released until this summer. Commissioners said in their letter of response that Yzaguirre was fully aware of the delays, the report's timeline, and the reasons for the delays, including the closing of the federal government. Yzaguirre disagreed.

"The current working draft bears little resemblance to the document the commissioners, the president, and myself had all envisioned," Yzaguirre said. "I have little hope or expectation that this draft can become the high-quality, hard-hitting, ground-breaking report it needs to be."

But, Janice Petrovich, program officer for education and culture at the Ford Foundation in New York who also is a commissioner, said that while most of the report reflects what others have chronicled about Latinos in the past, she was optimistic that it has a vital role.

"What is important about the report is the fact that it has been asked for by the president and that it will have his ear," Petrovich said.

The report provides baseline information by which federal agencies can be monitored for the way they are serving the Latino community and if they are being served in proportion to their needs.

"It is important so you can hold people's feet to the fire," she said. "Through the years, you will be able to tell if they are collecting data on how they are serving Hispanics. This population is still not being dealt with appropriately."

The commission was created during the Bush Administration. Yzaguirre has served on the commission since its creation during the Bush administration, when it was plagued with similar problems, he said.

"I have spent six very long, very frustrating years battling entrenched bureaucratic inertia, and an attitude of neglect and indifference, in an attempt to answer one simple question: How well are Latinos being served and treated by the federal government's educational efforts?" he said. "After six years, we have barely more information than when we started."

Yzaguirre said he believed that the only way the commission could succeed in answering the question of how Latinos are being treated and served by the federal government's educational efforts would be if the commission is revamped in structure and makeup. He asked the president for support in asking Congress to mandate that it become a bipartisan independent commission with blue-ribbon status.

"This commission would have an adequate budget, independent and professional staff accountable only to the commission, and a clear mandate," Yzaguirre.

In response, Ramirez said he felt the commission's current budget was adequate because he "got everything he asked for" but after the report's release, he would have to review whether he needed a bigger budget and more staff to implement the recommendations at the federal level.

Yzaguirre said many skeptics would say that the creation of such a commission in a Republican Congress would be unlikely, but Yzaguirre was optimistic.

"The chances are probably no better than when White House Chief of Staff John Sununu [under President Bush] shouted at me that it would be a cold day in hell before President Bush would sign an Executive Order on the education of Hispanics," Yzaguirre wrote in his letter to the president. "We prevailed then. With your help, we can prevail again."

However, some observers note that the commission has had its share of problems from the start. It took President Clinton more than six months after signing the Executive Order that resuscitated the commission to name its members. Hispanic advocacy groups wanted the prestige of having the commission operate out of the White House, but the group eventually was put in offices in the U.S. Department of Education, which was taken by Hispanic advocacy groups as another snub.

Then, some of the members of the commission publicly expressed their dismay for not being sworn in by President Clinton. The commission as a whole turned down a White House offer for the group to be sworn in by a Latino judge, Ramirez said. The group was eventually sworn in by Vice President Albert Gore and was able to meet with the president afterward.

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Penn State's Multicultural Resource Center:

It Takes More than Academics to Succeed in a College

by Gary M. Stern

When Olga Cosme Rivera, a Hispanic native of Puerto Rico who moved to Allentown, Pa., in high school, transferred from tiny Kutztown University to Penn State University, which has more than 30,000 students, she felt lost and alienated. Unlike Allentown, which has a growing Hispanic population, only 800 Hispanics attend Penn State, comprising under 3 percent of its population.

"Students at Penn State were brighter (the hip collegiate term for white). Being in a classroom filled with people whom you couldn't relate to and who didn't want to relate to you was difficult," she said.

Teachers, too, were not always sympathetic that English was her second language. Luckily for Olga, she gravitated toward the college's Multicultural Resource Center.

Inaugurated in 1985, the Multicultural Resource Center's mission is to "assist and promote the retention and graduation of students of color at Penn State," said Michael Blanco, its director. Blanco refers to studies by William Sedlacek, a professor at the University of Maryland, who has written several articles showing how non-cognitive factors affect academics. The more a student is involved in the campus, particularly as a student leader, the greater the chance the student will succeed. Since Penn State is located in a town that is 98 percent white (excluding students on campus), Hispanic students are faced with many pressures. Hispanics often speak a different language or talk with an accent derived from another culture and prefer rice, beans, and plantains to hot dogs. Surrounded by cornfields, mountains, and cows, many Hispanics, who hail from urban centers like New York and Philadelphia, face difficulty adapting to a strange environment.

Faculty work with students in the Multicultural Resource Center.

Moreover, racism has alienated Hispanics and other minority students at Penn State. Hispanic students have strolled down a street and faced racial epithets, such as "Talk English, you wetback," hurled from a passerby in a speeding car. That hostile environment makes it difficult for Hispanics to fit easily into the collegiate atmosphere.

Minority students, more than majority students, need a center to ease their transition to college, noted Blanco. "The transition from high school is radical. Compound that with the fact that they are far from home and facing a completely different environment, and minority students face many challenges," he said. "For students of color, all of these changes happen at once. White students don't have as many new barriers and hurdles."

Fall Orientation prepares students of color for what to expect and what main issues they will face. At the orientation, advisors encourage them to focus on academics and avoid any distractions.

Away from home for the first time during their first year at college, Latino/a students often face a difficult transition. Colon encourages students to feel connected to the university. He urges them to join the Puerto Rican Student Association, which promotes Puerto Rican culture and literature, or the Latino Caucus, a more politically active group, to feel a part of the campus. Look for support either at the Multicultural Resource Center or through finding a mentor. Learn where to get help. Is there a Hispanic advisor in the Financial Aid office? Is there a minority counselor in the Career Development office? Support is available

"Penn State is a huge university. The Multicultural Resource Center makes it smaller for minority students."

Jesus Colon,
counselor,
Multicultural Resource Center

for Latino/a students who learn where to find it, Colon advises.

"Get connected through people, a club, an organization," and the campus will be welcoming rather than rejecting, Colon suggests.

Taking a developmental approach, counselors also guide first-year students and direct them where to go, but they expect that seniors will be able to solve their own problems.

Penn State has many academic advisors and tutors who answer students' questions, but it's the way that a counselor answers a question at the Multicultural Resource Center (MRC) that makes a difference. The MRC counselor can empathize with the Hispanic student who doesn't fit in, feels frustrated that his or her tutor can't understand his or her accent, or misses the Bronx or San Antonio and arroz con pollo.

"We add the multicultural dimension to our response. We frame our answers in a culturally sensitive way," Blanco described.

Academic performance and fitting in socially are intertwined. "If there is a hostile learning environment, that will affect learning," said Blanco. If a student doesn't feel comfortable going to the library or is excluded from a study group because he or she is the only Hispanic student, their learning will be marred."

Olga Cosme Rivera noted that "Many Hispanic students are far, far away from home. We don't have family nearby. Without family, we need somewhere to turn because we're used to having a nucleus for support." The Multicultural Resource Center provides that support.

Staffed by six counselors, the Multicultural Resource Center specializes in academic, not psychological, counseling. If the student requires psychological counseling, he or she is referred to a professional.

"Penn State is a huge university. The Multicultural Resource Center makes it smaller for minority students," asserted Jesus Colon, a counselor at the Center. Colon, who has been a counselor at MRC for the last five years, said that issues students bring to counselors most often involve financial aid and academics. Since many Hispanic students are the first generation in their family to attend college, they lack the savvy to navigate the ins and outs of a complex institution like Penn State.

"We help them negotiate the system," said Blanco. "The Multicultural Resource Center is a bridge between minority students and the larger university," said Olga Rivera.

Latino students often get overwhelmed by the paperwork involved with financial aid applications. Intimidated by the complex regulations and forms, Hispanic students often delay submitting them and miss deadlines, which causes problems. Many financial aid applications are based on need, but some, cited Colon, are on a first-come, first-served basis. Counselors like Colon help educate parents of Hispanic college students that loans are acceptable and won't put the student into a deep hole but rather are an acceptable part of attending college.

There are also new and more rigorous academic pressures to deal with. Many Latino students, who attended urban high schools with large class sizes or faced low teacher expectations, enter college with deficient academic skills.

"We make sure students receive necessary tutoring," Colon said. Students are assigned tutors and are taught study habits and how to research information and effectively use a library. Olga Rivera said that her counselor "pointed out questions I should be asking my advisor or teaching assistant." Colon, the experienced counselor, recognizes those telltale signs of students who are losing their direction and gravitating toward dropping out. Those signs include showing a lack of motivation about academics, missing classes, and withdrawing from socializing. Some students drop out of a large university like Penn State but resurface at a smaller school near their roots. What can Colon do when he sees these signs? He tries to ascertain what the reasons are and then tries to get them to connect with someone in their major.

Despite all the positive efforts of the MRC, there are critics who ask: Doesn't the Multicultural Resource Center ironically promote Hispanic students' living in a monolithic and homogeneous culture rather than a diverse one? Colon rejects that notion.

"We have over 30,000 students, and 800 of them are Hispanics," he said. "Hispanic students interact with white students throughout the course of their day, but they need to find time to socialize with students of their own culture."

And there are many success stories, like Olga Cosme Rivera, who learned how to network at the Multicultural Resource Center, which helped her secure a part-time job that enabled her to graduate. She navigated her way through the often Byzantine structure of Penn State and is now studying for her law boards and hoping to attend the University of Pennsylvania Law School. The Multicultural Resource Center gave her—and many minority students like her—the support to graduate from a large university where Hispanics are a decided minority.

CAREERS

Pressing for More Hispanic Journalists

by Miriam Rinn

When Mercedes Lynn de Uriarte joined the *Los Angeles Times* in 1977 as an assistant editor on the opinion page, she was astonished to discover that she was the highest ranking Latina journalist in the nation. At that time, the *Times* had 826 editorial workers, but she was only the third Latina to join the staff, and that was in a city with the largest Hispanic community in the United States. "There aren't many of us out there even now," de Uriarte, currently a professor of journalism and Latin American studies at the University of Texas at Austin, recently told *Hispanic Outlook*.

According to the National Association of Hispanic Journalists, Latinos comprise not quite 3 percent of the nation's journalists, and women make up less than 50 percent of that. A recent study conducted by the Newspaper Association of America states that Hispanics make up 4 percent of newspaper editorial employees, but that figure includes photographers and copyeditors as well as reporters. Even four percent is a tiny figure, far lower than the number of Hispanics who buy and read newspapers.

Reporter Rosalva Hernandez is one of four Latinos among 50 people in the daily newsroom of California's *Orange County Register*. After 10 years in the business, she's convinced that "media is not different" than other industries. Prejudice is rarely intentional or malevolent, but it can result from a lack of familiarity and interest in other cultures or communities.

"We need to have diverse people on the staff to offer real stories," Hernandez said. "The mentality [of Anglo staff members] says 'we can do it, we can write [minority] stories. We are real reporters.' They don't recognize how many stories are missed, Hernandez believes, because they aren't familiar enough with the community—they're exotic visitors."

Despite *People Magazine's* investigating a Spanish-language edition, there is no interest in immigration or other Hispanic-interest stories, according to Amalia Duarte, a reporter on the national weekly and former editor of *The Outlook*. When she suggested writing about the joint suicide of two Latino teenagers in Florida, the kind of human-interest story *People* often does, she was met with a blank stare. The suicide incident, with its tyrannically overprotective parents, seemed to her to say something significant about Latino culture, but that view wasn't shared.

"There aren't many of us out there even now."

Mercedes Lynn de Uriarte, professor of journalism and Latin American studies at the University of Texas at Austin

"It will take a lot to change that perspective," Duarte said, "and to sensitize editors to the concerns of Hispanic readers."

In a similar vein, when Duarte worked at *The Record* in New Jersey, a daily newspaper in the northern part of the state, Hispanic stories were invariably about immigration, illegal and otherwise. The editors at the newspaper had trouble seeing Latinos as individuals with various experiences.

That tendency to stereotype all Latinos as poor, illegal immigrants is commonplace, said Monica Rhor, a reporter at *The Inquirer* in Philadelphia and a regular contributor to *The Outlook*. What's often overlooked is the strong work ethic and devotion to family that is the foundation of Hispanic cultures. Rhor, born in Ecuador and raised in New Jersey, has covered Camden, one of the poorest cities in New Jersey, for several years and is about to begin a new beat covering the changing suburbs surrounding Philadelphia. Rhor's command of Spanish as well as her willingness to go into the poor and rough sections of the city make her a natural for ethnic stories.

"I have no reluctance to go into urban neighborhoods. I am here to give voice to the people who would not have one otherwise."

Not all Latinas are suited to work on such stories, nor do they all feel it's their mission. Duarte, who grew up in a middle-class suburb and is not fluent in Spanish, doesn't feel any more prepared to handle "poor Hispanic immigrant" stories than anyone else on the staff. Although she might be naturally sympathetic to Latinos, she is wary of being ghettoized or marked as the Hispanic reporter. Still, she knows that establishing rapport is crucial in journalism. That's the way good reporters operate. "Knowing the language certainly helps," but sensitivity and interest are paramount. That's what's missing in major newsrooms today, Duarte believes.

Latina journalists are acutely aware that there are few of them in management positions. Besides the glass ceiling that most women face, Latinas must deal with the human tendency to feel most comfortable around familiar faces. Anglo editors tend to hire people who look and talk and think as they do. The result is that newspaper management is overwhelmingly male and white.

"We need to pound away," Hernandez said, and insist that Hispanics be elevated from reporters to columnists to editors. Sometimes, Latino reporters are unwilling to play the game by the rules, she added. Many refuse to leave Texas or California and go to small newspapers in the Midwest or South, where they can get important experience. Latinos are not as focused on success or as goal-oriented as non-Hispanic Americans, Rhor believes, and promoting themselves aggressively seems distasteful. But that's the traditional way Americans get ahead.

Another problem Latina journalists share is pressure from their communities to present Hispanics favorably. After all, there are so many unflattering stories around, why should a Latina add to the pile? When Hernandez worked at the *Detroit News*, she wrote about the developing gang problem in that city. That story brought her a lot of criticism from the Hispanic community, who wanted her to present only the positive side of things. Rhor believes the way to deal with this kind of pressure is to prove yourself fair and objective in reporting. She has done stories about Hispanic criminals and gangs, but she has also written about one family's struggle to give their daughter the quinceañera [the Hispanic version of the Anglo "Sweet Sixteen" party but marking the girl's fifteenth year] she dreamed about.

> ***"They [Anglo journalists] don't recognize how many stories are missed because they aren't familiar enough with the community—they're exotic visitors."***
>
> **Rosalva Hernandez,**
> **reporter,**
> ***Orange County (Calif.) Register***

Both Hernandez and Rhor were journalism majors in college, but they were among the few Latinas there. Professor de Uriarte believes that newsrooms reflect classrooms. The 1994 figures prepared by Ohio State University show 5,689 Latinos in undergraduate journalism programs compared to 52,000 Anglos. The percentages have remained relatively constant for the past 30 years, according to de Uriarte, who points out that there are next to zero tenured Latino journalism professors.

The American Minority Collegiate Journalism Professionals Directory compiled by E.K. Daufin in 1991 lists 24 Latinos. There is also a traditional disinclination on the part of Hispanic students to study journalism, which is a relatively low-paying profession. According to the Dow-Jones Newspaper Fund, the median salary of a 1994 journalism graduate with a full-time job on a daily newspaper was $21,000. Many Hispanic students want a greater reward after all their sacrifices. Because Hispanic students don't see role models about them, de Uriarte said, and because they can't afford to volunteer hours on campus newspapers, they generally don't consider journalism as a viable career.

Rhor also believes in the importance of role models. To encourage minority youngsters to think of journalism as something they can do, she runs writing workshops in poor neighborhoods.

"My family instilled in me a belief that I could do anything," Rhor said. "These kids see it as so out of reach."

PIONEER PROFILE

Dr. Alfonso A. Roman

Dedicated to the Cause

by Jennifer Kossak

Although he was born into a family of Puerto Rico's political elite, Reverend Alfonso A. Roman has devoted his life to empowering the least privileged members of society. Roman's dedication to this cause began when, after working as a minister of the United Church of Christ, he became involved in a program in Ponce, the second largest city in Puerto Rico.

"I started to work in one of the prisons with drug addicts," he recalled. "In working with them, I started to visit the areas they were coming from." Witnessing the poverty in his homeland firsthand, Roman's perceptions began to change. "I became more and more dissatisfied with the so-called economic development in my country, and challenged the political party of my father." Roman noted that his father had been a member of Puerto Rico's House of Representatives.

"I was very lucky to relate myself to people who were looking for ways to empower poor people in my country," Roman continued, adding that the Protestant mentality had been very passive.

Although the 1960s brought social change fostered by the American Civil Rights Movement, there was no similar force of change in Puerto Rico, Roman stated. However, an invitation to attend a training program in Chicago encouraged him to help light the way. While in Chicago, he spent three weeks at the Urban Training Center, learning from other social activists. When he returned to Puerto Rico, he helped establish a training center for local clergy members.

In 1971, Roman returned to the United States and began working with the Metropolitan Ecumenical Ministry in Newark, N.J. With the MEM team of ministers, Roman helped establish La Casa de Don Pedro, a community-based agency that still serves the Puerto Rican community, and CURA, a residential drug rehabilitation program. He also served as executive director of the Puerto Rican Congress of New Jersey, a lobby advocacy agency based in Trenton.

TITLE:	Assistant to the President/Director for Human Resources Development
INSTITUTION	Bloomfield (N.J.) College
PROUDEST MOMENTS	Celebrating [illegible] with the Racial Justice Working Group of the National Council of Churches; being appointed to the Newark Advisory Board of the School District
QUOTABLE QUOTE	"I'm here in this world to do something good for others, not just to live for myself."
EDUCATIONAL BACKGROUND	Bachelor's degree, University of Puerto Rico; Master's degree in theology, Puerto Rican Evangelical Seminary; and Master's degree in human resources management, the New School for Social Research

During his decade-long relationship with the United Church Board for Homeland Ministries of the United Church of Christ, Roman championed the causes of American Indians, migrant farm workers, and Central American and Haitian refugees. In 1991, he joined the staff of Bloomfield College, where he is both assistant to the president and director for human resources development. Rev. Roman's newest venture, which will be initiated this autumn, is the Leadership in Community Action Certificate Program. This one-year academic program will be comprised of four courses.

"I bring some experience in working in communities, and I know the role churches can play in social change. The certificate program can provide combinations of those elements." He explained that the program will target for participation people who are already involved in bringing change to their

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communities. As they learn, they will also have the opportunity to earn college credits.

The first course, Roman noted, will help students understand what is happening in their own communities in sociological, political, and economic terms. This first leg of the program will be shaped by the participants' experiences, including crime, poverty, racism, and violence.

The second part of the program will focus on community action and urban transformation. Students will be required to develop proposals for change as they are encouraged to take a proactive role in their communities.

The third course will focus on students' application of their classroom learning to the community. Students will be asked to reflect on their motivations for bringing about social change.

The fourth and final course will center on the management of community-based organizations and nonprofit groups in order to improve their effectiveness. In the effort to make the courses accessible, Rev. Roman is planning to hold the four program increments at off-campus sites in the Newark, East Orange, and Elizabeth areas.

Roman stressed that his program is an outgrowth of Bloomfield College's mission "to prepare students to function at the peak of their potential in a multiracial, multicultural society."

"I feel that the mood of the country is changing. There are less government funds to provide services to poor people. Therefore, we need to discover means to continue the process of service delivery in our country," Roman noted. "I truly believe that social change must be effected by those affected."

The educator also observed that the process of change is not static. "What I've been learning is that change doesn't stop. You can work to create some changes in society...but each new era brings new changes, so the process can continue."

Roman characterized his greatest success as the realization that change is a continuous effort, and his ability to help others continues that effort.

Asked why he has worked so diligently for social change, Roman responded that he derives a basic sense of love for others as a mandate from his Christian faith. "I also understand how oppressive economics can be," he added, noting that colonization and oppression can create significant problems. Referring to the revolutionary process in Africa in the 1960s, Roman said, "It broke many of the assumptions that I had of the world...and made me rethink the relationship of the United States and my country."

He cautioned that people should be aware of what creates poverty, oppression, and discrimination in society. While studying in Puerto Rico, Roman's personal awareness was heightened by a professor who worked with political prisoners. That professor, Roman said, helped him become more aware of the issues of colonization.

Another vital influence in his life came from his own parents. "Even when my father and I were politically at different levels, he was a very humane individual. Both my mother and father helped me refine my sensitivities."

When he was working in Newark, Roman learned from Rutgers University professor Hilda Hidalgo. "She helped me realize the realities of Latinos in society," he added.

"In each step of my life there have been one or two people who have helped me," Roman said. "I see my life as a constant flow of God's will. There is always somebody there to guide me."

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AFFIRMATIVE ACTION UNDER FIRE

by Juan P. Lujan

Manager of Equal Opportunity, University of Redlands, Redlands, Calif.

A review of our country's history from the landing at Plymouth Rock to the present reveals a consistent and pervasive pattern of systematic discrimination against women and minorities because of race and gender.

Additionally, nowhere in this history is there more compelling evidence to support the oft-voiced contention that our society has freely or willingly accomplished anything positive to remedy this history of racism and prejudice. The abolishment of slavery and the acquisition of citizenship, voting rights, and the right to a quality education were not created through the "good will" of our society. Sadly, they had to be legislated to us by Congress. Under our original Constitution, all men were not created equal. Legislation such as the Equal Pay Act of 1963, the Civil Rights Act of 1964, and the many other civil rights acts and executive orders have proved to be the only way for this country to make even modest progress towards eliminating race and gender discrimination, and that has only been grudgingly won.

Until the creation of this civil rights legislation, the only way for these disenfranchised individuals to participate and "play" in society's long-odds game was to melt into the majority culture and learn to ignore the pain and anguish of applied racism and discrimination. Yes, our history painfully reveals a continuous practice of discrimination and racism towards women and minorities because of race, gender, religion, national origin, disability, age, and other personal characteristics and beliefs. The need to take ethnic and personal characteristics into account was not an imaginary need, nor was it the result of some sort of baseless conspiracy designed to create chaos and division in employment and access to higher education. Civil rights legislation, engineered mainly by white males, was certainly not a plot to discriminate against white males. It was intended to level the country's employment, education, and societal "playing fields."

If this was the real intent of affirmative action and other civil rights legislation, why then have we come under such fire at this time? Have racism and discrimination been wiped out? Have the "good old boy" hiring and promoting practices been eradicated from employment? Is there equal access to higher education for everyone? Is Gov. Pete Wilson of California right?

A cursory review of the gender and racial makeup of our country's educational and economic leadership quickly answers these questions and demonstrates that, for the most part, women and minorities still have a long way to go in attaining the dream of full participation in employment and education. Regrettably, racism and discrimination are still alive and doing well. In fact, many would argue that they are prospering. Full and equal participation is still a dream for most of society because of preferential treatment for whites that is still the accepted way to conduct and do business in almost every segment of everyday life.

Can there be "angry white men" who have not been hired or who have not been admitted into higher education because of affirmative action policies? Possibly. Any policy can be misused or abused. But why then do current statistics continue to show a pattern of overrepresentation of white males in almost every category of employment and educational attainment? Clearly, these statistics do not support that contention. However, one can imagine the existence of angry minorities and women because of these statistics. But, of course, in these times, neither minorities nor women have the political support needed to overcome the prejudices that stand in the way of their progress.

Does the abolishment of affirmative action abolish unfairness in employment and higher education? Certainly not. It only reiterates the beliefs in the minds of minorities who are certain that in "white" America, justice means "just us." It also fosters disbelief in the supposed egalitarianism of democracy and provides proof that in this country, true opportunity is inexorably linked to the social nepotism that sees only the color white when assessing the contributions and potential of its citizenry.

At a time when minority groups are quickly becoming the majority in many regions of the country, and at a time when women make up more than 50 percent of the population and available workforce, it is strange, if not bizarre, that there is a movement to quash the policies and practices put in place to create fairness and equality in employment and education. Closing off these avenues of opportunity predictably will cause great harm to the social and moral fiber of the country. Surely, this country does not want to turn back the clock and obviate the few gains minorities and women have made in the past few decades through the hard fought struggles and, at times, through civil disorder. Surely, we are better than that.

UNM Contracts for Success   Ballroom Dancing   Aura Aparicio   Musica Para Todos

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THE HISPANIC Outlook IN HIGHER EDUCATION

Hispanic Culture in the Blue Ridge Mountains

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A Firsthand Look at Politics in Action

by Ines Pinto Alicea

Anne Baca feels torn over her political affiliation. Should she be a Democrat, a Republican, or an Independent?

The 21-year-old student from Northwest Missouri State University in Maryville, Mo., said she hopes to have the answer by the end of the summer after attending both the Republican and Democratic National Conventions.

Baca, who is majoring in government and journalism, is one of 15 Latino undergraduates who have won scholarships from the Washington-based U.S. Hispanic Chamber of Commerce to attend political seminars and work at the conventions, which are held in August.

"I figured the campaigns would expand my learning about politics and then maybe I could make a decision on my political affiliation," said Baca, who recently completed a White House internship and is considering a career in public service, possibly as a judge. The Nebraska native said she is considering following in the footsteps of her uncle, Joe Baca, chief justice of the New Mexico State Supreme Court.

Baca said her parents are Republicans and most of her friends are Democrats, but she felt that until she experienced both conventions, she would not be able to say publicly and with certainty what her own political affiliation is. After her stints at the White House and the conventions, she hopes to have the answer.

"I know what I believe in, but if I said one way or the other at this point, I would close myself to learning. I always feel there is so much to learn, and I personally learn so much from taking in what other people are talking about," said Baca.

The U.S. Hispanic Chamber of Commerce provided $60,000 in scholarships for the Latino undergraduates to attend the two-week seminars sponsored by the Washington Center for Internships and Academic Seminars. The scholarships allow students to attend one of the conventions and cover the costs for housing and the seminar. Baca won a scholarship from another program that has enabled her to attend both conventions.

"I've always been interested in politics," Baca said. "I'm so excited."

The Washington Center, the largest independent organization providing internships and academic seminars in Washington for college students, has offered opportunities to attend political conventions since 1984. This year marks the first time that scholarships were earmarked specifically for Latino students.

"The goal of the program is to increase participation of Hispanics in the political process and ultimately in politics," said Audrey Witteman of the Washington Center.

Students spend the first week of their seminar in lectures, briefings, and panel discussions by nationally recognized leaders, who in the past have included Rich Bond, former chairman of the Republican National Committee; Bob Schieffer, a reporter for CBS; and Brian Lamb, chairman of C-Span. During the second week, students conduct field work at the conventions, serving as assistants to the media, state delegations, the Democratic and Republican National Committees, pollsters, and political organizations. Students receive up to three college credits for their participation.

"We try to get the students on the convention floor so they have access to the players," Witteman said.

A spokesman for the U.S. Hispanic Chamber of Commerce said the organization is very committed to providing educational opportunities for young Latinos, and chamber officials were glad to have been able to sponsor the students.

"We thought it would be an ideal opportunity for Hispanic students to participate in history," said the spokesman, who preferred to remain unnamed.

The Washington Center chose participants who exhibited leadership skills and expressed an interest in the political process, Witteman said. Students submitted a resume, transcript, essay, and letter of recommendation to apply for the program. Participants from all majors were encouraged to apply, Witteman said.

Nora Mariduena, 20, is majoring in psychology and sociology at Rosary College in River Forest, Ill., but she wanted to attend for the experience and to better understand politics.

"It's actually being there and seeing the process," Mariduena said.

To prepare for her stint at the Democratic National Convention in her hometown of Chicago, she took a political science course this summer "to be up to date."

Mariduena said she feels it is important for Latino students to be included in the convention programs because their participation serves "as inspiration to other Hispanics."

"It's hard for Hispanics to get involved in politics," Mariduena said. "They either don't know how or they don't know who they can talk to about certain issues. But, it is important to vote and know the candidates and what they represent. Hopefully, they will see that their votes will affect not only themselves but future generations."

Contracting for Success

by Ines Pinto Alicea

Fourteen-year-old Gerald Espinoza had no intention of going to college.

"I guess I just wanted to be a bum," he answered when asked what he had planned to do instead of college.

But, Espinoza said that his priorities have changed and he now takes away some of his privileges if he doesn't do well in school. He attributes this change of heart to the welcoming environment that he encountered during a visit with his eighth-grade classmates from Espanola Middle School in Espanola, N.M., earlier this year to the University of New Mexico in Albuquerque.

"They talked to us really cool," Espinoza said of the college faculty and students he met during the visit. "They greeted us and make us feel really wanted. It made me think that I could go to college. It made me want to get better grades."

Espinoza is participating in a unique program that the University of New Mexico in Albuquerque launched to encourage youngsters to follow the path to higher education.

The program, called Contracting for Success, offers eighth graders the opportunity to secure admission to the university if they meet certain requirements. At their eighth-grade commencements or honors ceremonies, students at middle schools throughout New Mexico sign a contract with university officials guaranteeing their admission to the university if they graduate from high school having achieved a minimum 2.5 grade point average overall and at least a 2.5 grade point average in specified college preparatory classes.

"This is not just an outreach program," said Eligio Padilla, the university's associate dean of graduate studies and an associate professor of psychology and psychiatry. "We are trying to alter the [high school] curriculum in a fundamental way by attempting to get more students to take college prep courses."

Theresa Martinez, an eighth-grade counselor at Espanola Middle School, took Espinoza and 150 other students to the university for a day-long visit as part of the program. Students visited the chemistry lab, a university museum, the medical school, the architecture department, and the student union. They also had the opportunity to meet with professors and students.

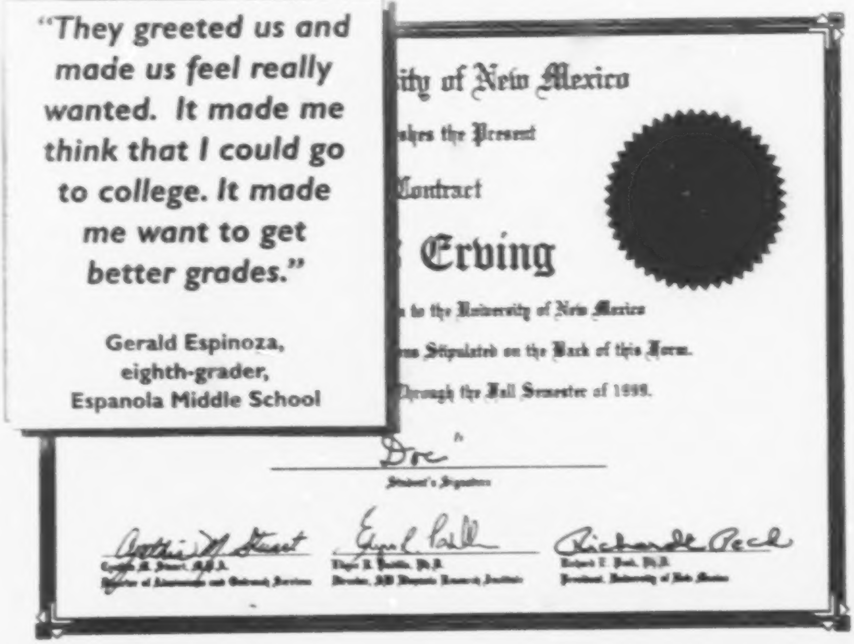
"They gave us the royal treatment," Martinez said. "It was such a good experience for the kids. The students really had envisioned college differently. They did neat things that many of them never even heard about. I am sure the program is going to influence many of these students."

Greg Villareal, 14, said many of his classmates who originally didn't express much interest in college were very excited about the prospect after visiting the university.

"It changed a lot of people's minds for the better," said Villareal. "Just to be accepted like that is a privilege."

Martinez said that university officials initially visited the middle school and met with parents and students to discuss the program and then invited the students for the visit. The parents

> **"They greeted us and made us feel really wanted. It made me think that I could go to college. It made me want to get better grades."**
>
> **Gerald Espinoza, eighth-grader, Espanola Middle School**



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appreciated that officials from such a large university were interested in the school located in a town of 15,000 people in Northern New Mexico.

"It meant a lot to actually have someone come out and spend time with us and do activities," Martinez said.

Crystal Montoya, who is entering the ninth grade and wants to be a pediatrician, is participating in the program. She said she appreciated knowing that if she met the requirements, she would automatically be accepted into a university without having the added stress of filling out applications and waiting for acceptances or rejections.

"It's nice to be accepted into a college at this age," Montoya said.

Padilla said he developed Contracting for Success because he was concerned that many students, particularly Latinos and Native Americans, who comprise a substantial portion of the student population in New Mexico, did not have a clear understanding of the necessary steps to get into college.

"This program will make it clear to them what they need to do to get in here," Padilla said.

Padilla said his short-term goals for the program are to encourage students to stay in school, to raise academic aspirations among the students, and to encourage students to stay in school and pursue a college prep curriculum. His long-term goals are to increase enrollment in graduate schools and postsecondary programs. He said that there are so few minorities who are professors and he hopes this program will ultimately increase the pool of qualified candidates.

"I fear we won't have sufficient numbers of people going into the professorate to tell our [minorities'] story if we don't do something," Padilla said.

For many students, the contract with the university simply serves to motivate them to remain open to the option of going to college and to prepare for higher education even if in the end they decide not to pursue a college degree.

> ***"Contracting for Success gives people hope for the future. This program can have a positive effect on students' wanting to go to school and wanting to do their homework."***
>
> **Edmundo De Leon,**
> **a special assistant to**
> **President Clinton's Advisory**
> **Commission on Excellence for**
> **Hispanic Americans**

"Students see it as being wanted, recruited," Padilla said. "Even if they don't go to college, it will help them be more employable."

The contract requires that students take the following coursework: eight semesters of English, four of foreign languages, natural sciences, and social sciences, and six of math. Once students complete the requirements, they may apply to the university in the fall of their senior year and the application fee is waived.

If the students fulfill the terms of the contract, they don't necessarily have to go to the University of New Mexico. By fulfilling the contract, however, they will have met requirements for all of the state's other universities, including Eastern New Mexico University (Portales), Western New Mexico University (Silver City), New Mexico Highlands University (Las Vegas), and New Mexico State University (Las Cruces).

Edmundo De Leon, a special assistant to President Clinton's Advisory Commission on Excellence for Hispanic Americans, said that Contracting for Success was honored with a Best Practice Award by the U.S. Department of Education for its work with Latino and Native American students. Any program that gets more students to finish high school and move into higher education benefits society as a whole because more education generally means a higher income and more spending power, which boosts the nation's economy, De Leon said.

"Contracting for Success gives people hope for the future," De Leon said. "This program can have a positive effect on students' wanting to go to school and wanting to do their homework."

Contracting for Success is entering its third year. Last year, 1,500 students, mostly Latinos and Native Americans, participated. This year, about 3,500 students are expected to participate. Padilla launched the program with seed funds from the U.S. Department of Education but is seeking other sources of funding to expand the program and assist schools in other states with establishing a similar program.

The response to the program has been positive, Padilla said. State legislators throughout New Mexico volunteer to present the contracts to the students, and Sen. Jeff Bingaman of New Mexico sends the students a letter commending them on their commitment.

Padilla said he plans to recruit other professors to assist him in building regular communication with the students. Since students specify some of the majors they might be interested in, Padilla said that he is developing a system where professors from the different majors write to the students to stress the importance of taking college preparatory classes and to invite them to visit the campus and department at some point.

Padilla said he will be following the progress of the students to see if those who sign contracts do attend state universities or other colleges in increasing numbers once they graduate from high school.

Hispanic Cultures Emerge in an Unlikely Place

Ferrum College Examines Latino Influence in the Blue Ridge Mountains

by Roger Deitz

If while traveling through the Blue Ridge Mountains of southwestern Virginia, you are surprised to hear Spanish spoken along with the regional mountain English dialect, don't recheck your road map. The Hispanic population of this strikingly beautiful locale has been slowly but steadily growing. Now the study of regional Hispanic folklife in the Blue Ridge is an academic endeavor at Virginia's Ferrum College.

Hispanics of the Blue Ridge Mountains have been termed an "invisible society" that took hold as Spanish-speaking families arrived in search of employment to settle in this friendly yet unfamiliar environment. Their presence for the most part went unnoticed and unchronicled. That is, until Emily Lower, a folklorist and intern with the Blue Ridge Institute and Museum at Ferrum College, accepted the assignment to spend one year researching the ways Hispanic mountain culture has been maintained as well as the manner it has been altered by life in the Blue Ridge.

The Blue Ridge Institute at Ferrum College is a prominent study center dedicated to researching, preserving, and presenting the culture of the Blue Ridge. It is recognized by the state of Virginia as the official State Center for Blue Ridge folklore. The area it serves is noted for its colorful rural mountain people, but the Blue Ridge is also home to Roanoke and other urban areas. Traditionally, the work of the Blue Ridge Institute has focused on African Americans and European white settlers in the region. Recently, observers at the Blue Ridge Institute began to notice mounting evidence of Spanish-speaking people, including Spanish signs on business facades. It was time to investigate.

Working under a grant from the National Endowment for the Arts, Emily Lower's study takes her to sawmills, stores, churches, restaurants, and homes in the small Hispanic enclaves where she seeks out residents willing to share their experiences with her. They talk with her about their culture, aspirations, anecdotes, trials and tribulations, and the achievements they have made since arriving in the Blue Ridge mountains.

"I've found that the greatest number of Hispanic people have come in the last five to ten years, but I've met some who have been in the area for as many as 20 years," Lower said. "The majority of Hispanics are from Mexico. A number of others are from Central America, particularly those residing in the Roanoke area.

"Right now the Hispanic population is small, but the nature of the population is very interesting. We are talking about rural counties where there are both pockets of individuals and groups of families."

For example, there is one place where a number of families came together because the men from those families all work at a local sawmill. Most of the individuals are related, and they live near each other in that town. In another county, the families might be gathered around a furniture factory or a sewing factory.

It's clear that Hispanics have been drawn to the Blue Ridge for mostly economic reasons. Lower recalls, "One woman I have talked to put it succinctly. When I asked her why she came here, she smiled and said, 'It's hard to eat back home in Mexico. The truth is that back home it's hard to take care of the basics.'"

Rosa Garcia and Emily Lower "tejiendo una servilleta" in Ferrum, Va., April 23, 1996

"What makes my work so interesting is that I am here at the beginning of something that is forming....This study is fascinating; this dynamic is fascinating."

Emily Lower,
folklorist,
Blue Ridge Institute
and Museum,
Ferrum College

In this case, the woman and her husband came here by way of Los Angeles. Others might have spent time in Texas before moving on to this region. More often than not, the Blue Ridge is a second stop. A family member or someone from their hometown might settle first, then encourage others to come. The bottom line is that they can get a better wage here, and that is why they come. Families can either send the money they earn back home—or take it back with them if they choose to return to Mexico.

"Most of the people I meet are supporting an extended family or caring for their parents," says Lower.

Lower believes that this phenomenon is similar to Scandinavians settling in Minnesota or her own people when they settled in her home state of Utah.

"Historically, people of different ethnicities have been coming in waves to the United States since this country was founded. Often groups of migrants settle in a given area because there is work for them or because there are people already settled there whom they know. There is comfort in people from the old familiar place living together."

What about the impact of the introduction of a new culture on the Blue Ridge? Lower puts it this way: "In terms of changing the area around here," she says, "this is a very interesting time to be here. It is so new. Other places around the U.S. have had Spanish-speaking populations for so long that it might not seem like a novelty, but here, the local residents don't quite know what to make of the changes.

"I spoke with a personnel manager at a furniture factory south of here, close to the boarder. He was kind of flustered. He wasn't quite sure what to do with his new workers, how to adjust to the reality of having so many Spanish speakers in his employ."

Although there isn't an official effort to minister to Spanish-speaking children throughout the school systems, Lower says that teachers or private individuals take up the task. Some of them work after school to teach the children English so they won't be at a disadvantage in the classroom.

"In one family I recently met, the kids are becoming bilingual, as is often the case in a new country. They are already not wanting to speak Spanish, as is typical of second generation immigrants," explains Lower. "Now the parents are depending on their kids as interpreters in the new land, which is also a common practice."

A typical day for folklorist Lower finds her examining the traditions or customs of the people she visits, ways they brought with them to the area. She is specifically interested in learning more about handcrafts or music.

"There is one woman I talk to about her handwork because she crochets. This is a craft she learned back at home. I have also attended a novena, or Catholic prayer service, at Christmas, where I took pictures and tape recorded the service. I also interviewed the attendees."

Lower hopes to expand her understanding by participating in a baptism at an area Catholic church. She will also be going to the only Mexican store she knows of in all of the Blue Ridge area, just to document the store and to find out more about the history of where the proprietors came from.

"What makes my work so interesting," asserts Lower, "is that I am here at the beginning of something that is forming—and in a way not forming. This study, this dynamic is fascinating. Traditions are usually best maintained where there is a large population, more of a greater community. Here the population is more sparse, and the people are subject to an unusual set of circumstances as they try to continue their ways in a new land."

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May I Have This Dance

Ballroom Dancing Experiences Popularity Surge at Connecticut College

by Joyce Luhrs

Internationally known for being a mover and shaker in the dance world, Connecticut College put its stamp of approval on another form of dance—ballroom dancing. Imagine being able to dance like the great Latin ballroom entertainers Velez and Yolanda or Augie and Margo, who amazed audiences from the 1930s to the 1950s with their style and grace as they moved to the Latin rhythms of a rumba or mambo.

After decades of modern dancing where partners barely acknowledge each other, learning how to dance in the ballroom style while listening to big band music has become a novelty for students at Connecticut College. For two hours, one day a week, these students brushed up on their ballroom dance etiquette and learned a myriad of dances in the new class offered by the college.

Lan-lan Wang attributed to Provost Robert Proctor the introduction of ballroom dancing to the campus. Proctor himself was not only interested in ballroom dance but was also taking lessons. While director of the Center for International Studies, he started the International Studies Ball, which was well attended by the students. In fact, the students wanted more than an advanced ballroom dance student teaching them the steps.

> **"I think it's important to know how to do certain dances in social settings. I wanted to learn the proper steps of the dances."**
>
> **Manrique Rojas,**
> **student,**
> **Connecticut College**

The administration decided to include among the roster of courses offered a structured ballroom dance class taught by professional ballroom dance instructors. Through word of mouth, the ballroom team of Judie and Stan Martin was recommended to implement the program.

Dancers since childhood, Judie Martin was classically trained as a ballerina while Stan Martin moved up the career ladder at Fred Astaire Dance Studios to the top level, teaching other instructors how to dance the ballroom style. While they performed adagio throughout their 25 plus years together, they continued to teach ballroom dance privately to individuals, couples, and groups. For the past seven years, they have concentrated on teaching ballroom dance to students of all ages.

As chair of the Connecticut College dance department, Wang emphasized the importance of introducing ballroom dance to the students at the college from a social-historical perspective.

"I think this historical perspective is important to the college, especially the period from 1948-1978, when this institution was the home of the annual American Dance Festival. Some of the pioneers, including Martha Graham, featured their work here. At our college, we really treasure what is American."

College officials believe that even in today's high-tech society, ballroom dance has a place.

"Ballroom dance was an important part of 20th-century dance and significant to the development of American history and society," Wang said. "There is an important need within a technological society for students and youngsters to communicate and interact."

Wang noted that dance in all of its forms provides another non-verbal communication mechanism for people to express themselves.

"For all these reasons—the educational perspective, the history of American dance, as well as the philosophy of what dance is and the needs of the young people, we say 'Yes, we will open up a ballroom dance class.'"

Wang pointed out that introducing a ballroom dance class to the college was not that unusual because ballroom dancing is such an international phenomenon these days. Even in Asian countries, ballroom dance has caught on.

Students had different reasons for taking the class. For Manrique Rojas, a senior majoring in biology, it was personal interest.

"I think it's important to know how to do certain dances in social settings. I wanted to learn the proper steps of the dances."

Rojas danced in the discos of his native Costa Rica, but he didn't have any formal instruction. Like many Latinos, he knew how to dance the popular merengue and a little bit of salsa.

The Martins attribute ballroom dance's comeback on college campuses to students wanting a more traditional sense of dancing. They observed that when the students dance to ballroom music, they feel a kind of security that allows them to become friends with their dance partner. "They can talk to each other in a civilized way—not to mention the great exercise they get in the process," said Judie.

According to Phyllis Bennet, a member of the United States Amateur Ballroom Dancers Association, ballroom dancing has appeared on college campuses throughout the country, including Harvard, M.I.T., Case Western Reserve, Carnegie Mellon, Catholic University, the University of Texas, and the University of California at Berkeley.

Bennet stressed the importance of having professional ballroom dance teachers instruct students on college campuses and not simply the physical education teacher who has taken a one-time class on ballroom dance.

"We encourage students to establish a relationship with the dance instructor, who puts them out on the floor and allows them to express themselves elegantly. We've seen some students, with six months of training, who can dance truly elegantly."

For the Martins, it was their first time teaching college-age students in a postsecondary institution. They were surprised by the number of students who appeared on the first night of class—180 plus. Undaunted by the challenge of teaching so many students, yet very realistic about what a large class could accomplish in a couple of hours, they limited the class to 100 students.

As found in most dance classes, more women participated than men. While the men were busy dancing with their partners, Judie Martin worked with the remaining women, teaching them new steps and reinforcing their command of the parts of the dance unique to them. She explained that men danced with several female partners during a class, which wasn't a bad thing because they would learn inside out their unique parts of the dance.

Like all the beginning ballroom dancers in the class, Manrique Rojas learned the basic steps in foxtrot, which are the building blocks for all other dances.

"I appreciated learning so many different steps. We practiced the fox trot repeatedly, and I enjoyed the swing," Rojas said.

The students were wild about the Latin dances—especially the tango. "The tango is a traditional romantic dance, and the kids seem to be getting into that again," said Judie Martin.

Rojas admitted that he had the most fun dancing to the romantic tango. "I had never danced the tango before. I grew up hearing the music and watching the older people dance. The younger generation doesn't dance the tango," he said.

Besides the tango, students learned the rumba while listening to the songs of Argentina and the very popular tune "Blue Spanish Eyes." They also quickly found that to dance the mambo correctly, they had to start on the second beat. They were able to identify the rhythm of the merengue when they heard the song "Palo, Palo, Palo."

As performers, the Martins are no strangers to Latin dance and music. They have appeared before Latin audiences in New York City and throughout Central and South America. In the late 1970s, they choreographed a dance number to *Malaguena*, written by the Cuban composer Ernesto Lecuona. The show was a hit at Carnegie Hall and received a standing ovation.

At Connecticut College, the students couldn't get enough instruction and encouragement from the Martins. After the college's second annual spring ball, students approached the couple and told them how much they loved being able to dance.

According to Stan Martin, the class did well despite its large size. "The students progressed very well. We were very proud of them." To pass the one-credit course, students had to do much more than show up for class. To make the grade, students were evaluated on their interest and attentiveness.

Wang hopes the college will continue offering the class. For now, the future and continuation of the class depends upon additional funding. She believes they have a good chance if they can demonstrate the academic relevance of ballroom dance.

"We would like to continue," said Wang, "especially if we can incorporate ballroom dance into the curriculum as a seminar that presents its social and historical aspects."

La Raza Student Urges Importance of Community

Aura Patricia Aparicio, a native-born San Franciscan of Guatemalan ancestry, is a La Raza studies major who was selected as the student speaker for the 1996 Commencement Exercises at San Francisco State University. A strong example of those SFSU students who don't spend all their time in the classroom, Aparicio created a rich blend of scholarship and community service during her college years.

In La Raza studies, Aparicio says, she learned the ethnic studies paradigm, which is to be critical, holistic, reflexive, and community-oriented. She obviously learned this theory well, for she has repeatedly put it into practice, amassing an impressive record of commitment to community involvement and activism. Aparicio is an instructor for Education for Liberation, an inner-city youth program, and a union outreach organizer for the AFL-CIO Local 101, United Food and Commercial Workers. Also, she has had internships with the Iris Center, a health center providing services mainly for Latinas and African-American women with AIDS or who are HIV+, and with Mujeres Unidas y Activas, a support group for Latinas located in San Francisco's Mission district.

At SFSU, Aparicio was equally involved as a tutor for the Faculty and Student Mentorship program; co-chair of The Americas Action Solidarity Committee involved in educational projects in Central America and the Caribbean and with American Indian organizations; and an active member of the La Raza Students Organization. She has also applied the dance training she received at San Francisco State to perform Afro-Haitian, North Indian classical, and flamenco dance at a variety of events.

Ms. Aura Aparicio, Class of 1996,
1996 Commencement Student Speaker,
San Francisco State University

Dr. Robert A. Corrigan,
University President,
San Francisco State University

Aparicio views education as providing her with the means to give back to the community.

"You are part of your community, and you can't separate yourself from it. If you do, I believe you lose your perspective on what's important," Aparicio said. "There are many students nowadays who see problems in their community, and they want to use the knowledge they've gained in college to help make their communities better places to live."

Aparicio's goal is to become a college professor and to organize community outreach programs. To this end, she has applied to the master of arts degree program in ethnic studies at SFSU.

In her commencement address, Aparicio told her classmates that she started as an undeclared major because she didn't want to reveal her true interests.

"Starting my academic career as an undeclared [first-year student] allowed for me to explore the vastness of the university's course listings," Aparicio said.

Aparicio began to take classes in the Ethnic Studies department—in La Raza studies—and realized that all of her questions, thoughts she had always found so hard to articulate, were focused on in this major, questions such as the importance of family, culture, education,

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Música Para Todos Provides Access to Latin Music

For the second year, 12 libraries across the country serving large Hispanic communities were selected as the 1996 recipients of Latin music collections through *Música Para Todos*, a program dedicated to promoting Latin music education in the United States.

Each library will receive a state-of-the-art CD player containing 100 Latin music CDs that reflect the diverse range of the music, from timeless classics to contemporary hits. The collections are divided into three main genres of Latin music represented in the United States: Latin Pop, Tropical and Salsa, and Mexican and Tejano. Including all 1995 and 1996 recipients, a total of 24 libraries across the country can offer their patrons the resources of the *Música Para Todos* collection.

Música Para Todos was founded by Columbia House Club Musica Latina, the largest direct marketer of Latin music in the United States, in conjunction with National REFORMA, an organization providing library services to the Spanish-speaking. The program was developed in recognition of the growing interest in Latin music in the United States and the need for related resources available to the community.

"The growing interest in Latin music has been phenomenal," notes Gina Alvarez, marketing manager, Columbia House Club Música Latina. "As the popularity of Latin music continues to flourish throughout the country, a dedication of such music and related resource materials can benefit entire communities by not only providing widespread access to different Latin music selections, but by helping to generate greater awareness about the music's rich history and diversity."

Recipient libraries were selected by a specially formed committee of National REFORMA members. Criteria for selection included the ability to conduct educational programs involving the collection. Libraries must also serve a substantial Hispanic population and offer access to local community patrons.

The 1996 recipient libraries include: Chandler Public Library, Chandler, Ariz.; San Luis Branch Library, San Luis, Ariz.; Santa Ana Public Library, Santa Ana, Calif.; Rio Hondo Library, Whittier, Calif.; Bridgeport Public Library, Bridgeport, Conn.; Ft. Lewis College Library (John R. Reed Library), Durango, Colo.; Oakland Park Library, Oakland Park, Fla.; Michigan State University Library (Main Branch), East Lansing, Mich.; Thomas Branigan Memorial Library, Las Cruces, N.M.; Biblioteca Publica de la Comunidad Carnegie del Departamento de Educacion, San Juan, P.R.; Dallas Public Library (North Oak Cliff Library), Dallas, Texas; and the University Library at the University of Texas at El Paso, El Paso, Texas.

In response to strong enthusiasm from last year's recipient libraries and their patrons, *Musica Para Todos* will provide 1995 recipients with Latin music CDs and educational brochures. These CDs will replace the majority of the 100 original selections, and will offer updated examples of Latin Pop, Tropical and Salsa, and Mexican and Tejano.

According to Grace Francisco, Hispanic services librarian for Oceanside Public Library, a 1995 *Música Para Todos* recipient, the initiative has benefitted libraries in a number of ways.

"Thanks to *Música Para Todos*, recipient libraries and their patrons have gained access to a great educational tool that would have otherwise been unavailable due to financial constraints.

Representatives of Columbia House Club Música Latina and National REFORMA join the library recipients of the *Música Para Todos* Latin music installations.

Música
Para Todos

Promoting knowledge and pride in Latin music

Para promover el conocimiento y el orgullo de la música latina

Through this initiative, communities are not only able to enjoy the diverse sounds of Latin music, but are also learning about the richness of Latin culture."

Additionally, as part of the commitment to *Música Para Todos*, the libraries will receive Latin music installations to develop culturally-oriented activities which help support the program in their communities.

The *Música Para Todos* Latin music collection can also be found at libraries located in: City of Commerce, Calif.; Chicago, Ill.; Contra Costa, Calif.; Fort Worth, Texas; Houston, Texas; Laredo, Texas; Newark, N.J.; New York, N.Y.; Oceanside, Calif.; San Antonio, Texas; Tampa, Fla.; and Tucson, Ariz.

La Raza Student

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and justice. She believes that these factors have been the driving force in her life.

"It took the guidance of my instructors in La Raza studies to be able to articulate my feelings—to give them the profound meaning that I will carry with me all of my life."

Aparicio stressed the importance of concern for community in its broadest sense.

"Though I'm a Latina of Guatemalan descent and feel passionately about issues concerning Latinos and Latinas, I know there are other struggles—the African-American community, the Asian American community, the Native American community, the European American community, and the La Raza community—yes, including all Raza, no matter where you were born. We must all come together, embrace our shared struggles, and embrace our differences."

In concluding her remarks, Aparicio quoted one of her role models, an indigenous woman from Guatemala, a Nobel Peace Prize winner who continues in the struggle for the liberation of her community

"'My commitment to our struggle recognizes neither boundaries nor limits. Only those of us who carry our cause in our hearts are willing to run the risks.'"

Aparicio urged her fellow classmates to feel passion for their individual causes and for whatever they do in their lives.

"And so we need to ask ourselves, now that we have reached the completion of our studies, what is our commitment? What is our struggle? What cause do we carry in our hearts? Whatever it might be, we need to feel it in our minds, in our hearts and souls. Feel passion for life, feel passion for whatever it is you choose to do in life. And, most importantly, believe in yourself."

> **"You are part of your community, and you can't separate yourself from it. If you do, I believe you lose your perspective on what's important."**
>
> **Aura Patricia Aparicio,**
> **Class of 1996,**
> **San Francisco State University**